

# Co-Constructing A Praxis for Critical Pedagogies of Care in Postdigital Tertiary Education

Cheryl Brown, Faculty of Education, University of Canterbury, New Zealand, [cheryl.brown@canterbury.ac.nz](mailto:cheryl.brown@canterbury.ac.nz)  
Sara Tolbert, Faculty of Education, University of Canterbury, New Zealand, [sara.tolbert@canterbury.ac.nz](mailto:sara.tolbert@canterbury.ac.nz)

## Abstract

Like others in 2020, we found ourselves grappling with the sudden shift to fully online teaching and learning during COVID19 and the very pronounced negative impact of the sudden shift on students and faculty alike (Authors and colleague, 2022). In Aotearoa New Zealand emerging research revealed how tertiary students' experiences of online learning during COVID19 were characterized by stress and anxiety, compounded by difficulties in communication between students, instructors, and support staff as well as by loss of income and limited access to campus resources. These challenges were even more pronounced among already marginalized students, such as Māori tertiary students. Simultaneously, messaging from 'managers' in our neoliberal university context was increasingly about 'pastoral care for students,' a message which we struggled to make sense of given the nature of the very real socio-political challenges our students faced. Confronting the uncertainties of COVID and related future crises we set out to explore how we could better plan for and accommodate increased flexibility and adaptability in instruction that is responsive to both students and current social contexts—given that, a) throughout the COVID19 pandemic, students and instructors were frequently absent due to illness even when on campus instruction resumed in New Zealand, and b) periodic lockdowns were part of the COVID19 management strategy in NZ, which meant sudden shifts to fully online instruction throughout the 2020-2022 academic years. Our premise was that the crisis required thoughtful deliberation on how we, as tertiary educators, might collectively address such a significant global challenge in our local context. We (authors) applied for and were awarded a 2-year leadership in teaching fellowship, a new fellowship program that aimed to support faculty innovation in teaching. The fellowship allowed us time to slow down and interrogate our approach to postdigital education during the period of Covid19, as well as beyond it. We sought out to ask critical questions of ourselves, such as those related to the form/manner in which we were using digital tools, what was meant by 'pastoral care' for students and what that should/could look like in postdigital pandemic times, questioning the discourses and aspirations around a post-pandemic 'return to normal'.

## Core Concepts

Early on in our collaboration, we (co-authors) brought to the table the different conceptual and pedagogical frameworks that we felt bore relevance to the ethico-political problem of practice we faced as individuals and collective(s) (where the collective included the two of us, our wider faculty, and tertiary educators around the world). Like others (Kuhn, Khoo, Czerniewicz et al 2023) we drew from a range of theories including postdigital education, critical pedagogy, feminist theories and pedagogies of care to map out the conceptual and theoretical parameters for our project. We were keen to make sure our theoretical vision was enacted as praxis in all aspects of our work. Therefore, we set out to draw from multiple sources and experts to both interrogate and refine our framework, but also to create open access resources so that the knowledge could be shared more broadly. We developed our conceptual framework through reading literature across these areas, as well as inviting key authors-theorists-practitioners to participate in podcast conversations, which we published online. The research aims to explore educators' perceptions of postdigital, critical and pedagogies of care, the challenges they face in achieving this in a pandemic/ post-pandemic context and some of the strategies they are drawing on in their own practice to overcome this. We also explore how educators can work as a collective to address the challenges they face.

In the sections below, we outline the various dimensions of our framework, and share insights from the podcast interviews we conducted with experts.

## Critical Pedagogy

Critical pedagogy is centrally concerned with interrogating inequities and injustices of the status quo in order to transcend them. The Freirean concept of conscientização (conscientization) (Freire, 1970, 1974) was central to our

collaboration—that is, developing a critical awareness of how (and why) we (and our colleagues and institutions) were responding, as tertiary educators, to the COVID19 pandemic, through an ongoing process of theoretically informed reflection and action. We also drew heavily from bell hooks' (1994) work around the transformative potential of tertiary teaching, sharing her views of the classroom as “the most radical space of possibility in the academy.” We wondered how and if this might apply to the new rapidly emerging online spaces in which we found ourselves teaching.

### **Feminist Theories and Pedagogies of Care**

We also looked to feminist theory and pedagogy, particularly around notions of care. We were drawn to feminist scholarship in this area for the nuance and complexity this scholarship has brought to how we think about care. As Maria Puig de la Bellacasa (2017) has pointed out, “Certainly any notion that care is a warm pleasant affection or a moralistic feel-good attitude is complicated by feminist research and theories about care.” Furthermore, feminist theories of care have highlighted how there is not one way to care, or to think about care – and how caring in one context might feel oppressive or exploitative in another. Care is also about how we attend more thoughtfully to ‘neglected things,’ as well as neglected human and more-than-human actors, which are not always apparent, or dimensions/entanglements of a matter of concern that are not often seen or heard (Puig de la Bellacasa, 2017). Feminist theorists have also illustrated how care is thinking, doing, and feeling – and care is labor.

Feminist scholarship, broadly speaking, also takes up questions of how power (sociopolitical, historical, and institutional) is inherited, imbued, and enacted in the world. Feminist pedagogy is concerned with ways to make the entrenched nature of inequitable power dynamics transparent (Ellsworth, 1989) and also ways to try and dismantle inequitable power dynamics—particularly in educational settings (hooks, 1989). Feminist pedagogy recognizes personal experience as a valuable tool for making sense of the world around us. Feminist pedagogy and critical pedagogy intersect around principles of empowering students, building community, and facilitating challenges to the status quo (hooks, 1994; Shrewsbury, 1987).

### **Postdigital Science and Education**

Like others, we view postdigital as a rejection of common dichotomies between ‘online’ and ‘offline’, ‘face to face’ and ‘virtual’, ‘pedagogical’ and ‘technological.’ We view these modalities as entangled with our everyday realities (Jandrić et al., 2018). The postdigital perspective of learning and teaching presents an increasingly blurred boundary between the physical and the online classroom. As Lamb et al. note, whilst there is a convenience, and usually an administrative necessity, in “distinguishing between degree programmes that are delivered either ‘on campus’ or ‘online’, (2022, p. 4), this distinction ignores the complexity of teaching and learning in our current contexts. In addition, postdigital education is informed by critical pedagogy, and offers opportunities to re-think our ways of working together and our relations with one another (including between lecturers and students) and the planet.

## **Context**

In our fellowship project, we drew from these different knowledge traditions to frame our work together around what we called postdigital critical pedagogies of care. We then set out to broaden our ‘thinking’ collective to include faculty and staff from across departments and colleges (a process we describe in more detail in our methods section below), with whom we co-generated new ideas, and actions, related to how we might bring the core concepts of our framework to life in a variety of teaching contexts at our university. We view this framing as compatible with redefinitions (Network Learning collectives, 2021) of networked learning which foreground the entanglements of people and technology through “processes of collaborative, co-operative and collective inquiry, knowledge-creation and knowledgeable action, underpinned by trusting relationships, motivated by a sense of shared challenge and enabled by convivial technologies” (NLEC, 2021, p. 320).

## **Methods**

Our methods are informed by theories of critical praxis and collective feminist knowledge production. As such, we used a praxis-oriented ‘crowd-sourcing’ approach to refining our conceptual framework (described above) around postdigital pedagogies of care as well as putting it into practice across diverse disciplinary and course contexts. After

we (authors) had met, shared readings, discussed ideas and experiences over a period of months, in order to conceptualize and theorize our approach (Phase 1), we then sought out experts (scholars and practitioners) who we felt could help contribute to our growing understandings of each dimension of our framework (Phase 2). We conducted interviews with five experts (one interview was conducted as a paired interview), which we produced as four podcasts that could be shared with students, staff, and faculty both within and beyond our university setting (available online via SoundCloud and Spotify). We then organised an “un-conference<sup>1</sup>” (a participant-driven conference model), which captured the interest of approximately 40 colleagues via an open invitation to reflect on their teaching in the context of the framework we had developed, and be prepared to share ideas with each other. Part of our thinking was to create a space for us to learn together and share knowledge in a context where, as a result of the pandemic, but also in the context of a neoliberal university, opportunities for meaningful dialogue about our experiences and practices as educators were limited. We saw this collaboration with faculty across campus as one significant way to overcome our feelings of isolation and alienation through non-hierarchical opportunities to think together (Tolbert, Azarmandi & Brown, 2022). True to the un-conference approach the agenda was emerging. Research questions were not defined prior to participation but rather emerged through the activities and from the participants.

Reflections in the context of the framework were supported by materials disseminated via a public website to participants in advance of attending the 2-day un-conference. These materials included the podcast, 4 readings (1 written by each of the podcast interviewees), 1-page summaries of the readings, and the podcast transcripts. We asked participants to engage with the materials to whatever extent they felt was relevant and accessible for them.

During the un-conference, we used a variety of crowd-sourcing/collective knowledge production strategies to generate reflections and recommendations that were theoretically and pedagogically aligned with the multiple dimensions of our framework. Our process had both a research and practice dimension and included:

- Unpacking the key constructs: A world cafe in which participants unpacked the key constructs [postdigital, critical, care] and responded to them (see Table 1, Findings) *Research Question 1: What perceptions do educators have of the core concepts of postdigital, critical and pedagogies of care?*
- Brainstorming aspirations: Working in groups to generate ‘How might we...’ questions in relation to the core concepts of the framework (see Table 2, Findings). *Research Question 2: What are the challenges educators are facing in teaching and learning in the pandemic / post-pandemic context?*
- Speed-dating: Showcasing our teaching in which we used a speed-dating model to share ideas and approaches we were currently using in tertiary education – including ones we felt were working and ones that weren’t. *Research Question 3: What are some of the strategies and approaches educators are drawing on in their practice?*
- Problem-posing: Working collaboratively (in self-selected interest groups by identified problem), we selected one “how might we” problem/issue to work on and crowdsourced ideas within each group about possible ways to address the problem/issue. *Research Question 4: How might we work collectively to move forward with these challenges?*

The project obtained approval from our institutional Research Ethics Committee. Participants in the workshop were advised that we would be analysing the outputs from the un-conference and if they didn’t want their input to be included to take it away with them. The outputs from the activities were collated and then analysed thematically by the authors. The authors then selected relevant illustrative examples for the purpose of the paper.

## Findings

Our podcast interviews and unconference afforded us the opportunity to dialogically refine and develop a transdisciplinary postdigital pedagogical framework via local (our own university colleagues) and global (international experts) collective knowledge production. Our praxis-oriented approach (Author & Colleagues, 2023) generated

---

<sup>1</sup> <https://critpedofcare.wixsite.com/home>

multiple questions, ideas, and possibilities related to how a postdigital pedagogy of care could flexibly inform teaching across the university.

- The insights from our experts formed the basis for preliminary discussion. What emerged from their scholarship (deNoyelles, Milanese, & Dunlap, 2016; Jandric et al 2019; Sciascia, 2017; Selwyn 2020) and our podcast were some key themes which we used to frame the unconference and kickstart our discussions.
- Māori tikanga is central - we need to keep our people safe online.
- Finding ways to establish a connection, be present and share online.
- Technology doesn't do diversity well. It's based around this one size fits all mentality and there's this myth of personalized learning digital technologies, what that really means is mass customization.
- digital will be noticed only by its absence and not its presence
- all sorts of kinds of different ways of doing technology - different ways of thinking about it interconnectedness and messiness of the world in which we live today
- needs to be much more flexible fairer ways of teaching online, more fluid
- design the way you teach around the complex needs of different students, rather than expecting everybody to fit around the teaching.

In response to our question “What perceptions do educators have of the core concepts of postdigital, critical and pedagogies of care” we observed constructs of complexity and possibility (Table 1). Postdigital was observed as being *entangled* with the institutional dichotomies on and off campus teaching and modes of learning of campus and distance problematized. Possibility was evident in *connections* which the postdigital was seen to enable, *relationships* which are central to pedagogies of care. Complexity emerged in the potential for *transformation* which was foregrounded in the construct of criticality which enabled us to interrogate not just institutional boundaries but the way we teach. It also emerged as the theme of *agency* amongst students and educators and the contrast to notions of *Inequality and power* which raised questions about which students were better positioned to participate and engage in postdigital learning and what systemic burdens we place on students (and educators) in the care work we do and expect. Predicaments and possibility also surfaced as opportunities were recognised amidst limitations.

**Table 1: Insights from colleagues - Unpacking the key constructs**

Postdigital	Critical	Pedagogies of care
<p><b>Theme: Entangled</b>            Not an add on            Necessity            Not bound by geography            Immersive digital            Campus vs distance—the split isn't clear anymore. Is there a right way?            Always changing            What and where is work?            Flexibility</p> <p><b>Theme: Connection</b>            Synchronicity a challenge            Care and continuity            Challenges that digital doesn't do well eg physical tasks            Choice of pedagogies            Collaborative chat rooms            Communicate to students            awareness/ realities of external comments</p> <p><b>Theme: Predicaments</b>            Formal and informal            Merging of personal and professional            Meeting the needs of the majority            Needs of school students/ preparation            Digital literacy            Time            Dual taught courses exhausting            Difficult for people with busy lives—there is flexibility but can very hard to work well            Institutional systems vs external</p>	<p><b>Theme: Transformation</b>            Uncovering assumptions            Questioning why we teach this way            Why be critical?: Outcomes, changes, for the better            How do you do assessment differently            Why post anything (constant flux, getting faster, more variation)            What is the way to do things            Everyone is different            Difference between critical and criticism            Brick and mortar university education doesn't exist</p> <p><b>Theme: Power &amp; inequality</b>            Power relations            Some students are poorly equipped (eg restricted or limited access to internet)            Explicit expectations for being successful as a distance student - but does that immediately create a barrier?</p> <p><b>Theme: Possibilities</b>            More collaborative thinking and assessments            Recognize your standpoint            Situational perspectives            Feeding back to industry            More variety/ diversity</p> <p><b>Theme: Limitations</b>            Do lecturers/students prefer face to face?            Bigger classes            Very case specific/ Individual students</p>	<p><b>Theme: Inclusivity</b>            Inclusivity: could it be taken advantage of by students?            Pockets of care / asking for help            Trigger warnings (what's our duty of care around student anxiety)            When/where do you step in with an offer of care? (adult learners/ self sufficient)            How do we know when a student has withdrawn (easy to lose track)</p> <p><b>Theme: Inequality</b>            Systematic inequality places burden of a) doing care b) asking for care on people already marginalised            visibility/ invisibility of students            How do we know our students            Do we need to know students to care?            Autonomy threatened            Care fatigue            Check-in for inactivity on LMS</p> <p><b>Theme: Relationships</b>            Institutional processes as blocks to care            Boundaries            Giving care / receiving care            What is the relationship?            How do we avoid good-lecturer intentions being misconstrued?            Building relationships—Where are the entrance points of engagement?            Engagement vs care                What do we look for?                When do we look?</p> <p><b>Theme: Agency</b>            When does care become a duty?            How do we nurture independence?            Care through structure/ care through self management            How do we accept lurkers by preferences? Do we need to accept?            (Differing) Expectations of care from students and lectures - misunderstanding/ independence</p>

Building from this we then explored What were the challenges educators were facing in teaching and learning in the pandemic / post-pandemic context. We use the notion of post-pandemic to signal that whilst globally we have moved on from the pandemic, COVID-19 has left its mark. It has changed lives and should change the way we view learning and teaching (Rapanta et al 2021). We are not living in a world after a pandemic but living in a world marked by the pandemic.

In the un-conference educators independently noted the challenges closest to their heart through how might we statements. These were then clustered into themes (Table 2).

Grappling with what presence and absences meant in relation to being visible (in class) or invisible (online or asynchronous) was one dilemma. Connected themes emerged which grappled with whether engagement was synonymous with action, whether online students needed to engage in the same way as we anticipate campus students engage and how we develop and grow a community of care in a context where students are not collated physically or synchronously (Brown et al 2022).

The value of community and sharing, learning from each other was another theme. We noticed the unconference approach engaged a different set of educator from the usual academic development workshops and communities of practice. In this format educators had agency to foreground their dilemmas and concerns focus on outcomes relevant to their needs.

However the largest theme related to better preparing and building learners capacity in the changing teaching and learning context. It was notes that students needed to learn new ways of participant, thinking, engaging and working together and that these all presented different challenges for educators.

**Table 2: How might we statements**

How might we:
<p><b>Theme: Presence vs absence</b></p> <ul style="list-style-type: none"> <li>● Support inactive students online?</li> <li>● Re-engage unengaged students online</li> <li>● Cater for students needs online</li> <li>● Better engage with online/distance students</li> <li>● Care or share care between learners so that everyone’s expectations might be met?</li> <li>● Design structures that enable care to happen between students</li> </ul> <p><b>Theme: Learn from each other</b></p> <ul style="list-style-type: none"> <li>● Store knowledge on teaching practices</li> <li>● Develop more robust systems to evaluate teaching (beyond SES)</li> <li>● Care for students without burning out</li> <li>● Create authentic assessment that do not require invigilation</li> <li>● Support academics to design online / blended courses</li> <li>● Vary student presentations of assessment</li> <li>● Vary presentation of content</li> <li>● Make assessment more contextualised and relevant to real world</li> </ul> <p><b>Theme: Changing expectations / Building learning capability</b></p> <ul style="list-style-type: none"> <li>● Get students to collaborate in a classroom context</li> <li>● Change the learning culture</li> <li>● Prepare students for contact time in a flipped classroom context</li> <li>● Foster genuine interest in course content</li> <li>● Cater for/recognize students diverse needs and interests</li> <li>● Support long term learning</li> <li>● Build the idea of separation/self-efficacy of learners</li> <li>● Get students to do their assessed readings/ coursework in blended online learning</li> </ul>

- Spark interest /passion online when students have a “tick the box” mentality
- Teach critical thinking in an inclusive and culturally attentive way
- collaborate/ involve students in course design, course expectations/ assessments

Building on theme 2 we then drew on the notion of crowd sourcing to explore “What are some of the strategies and approaches educators are drawing on in their practice to solve these challenges”.

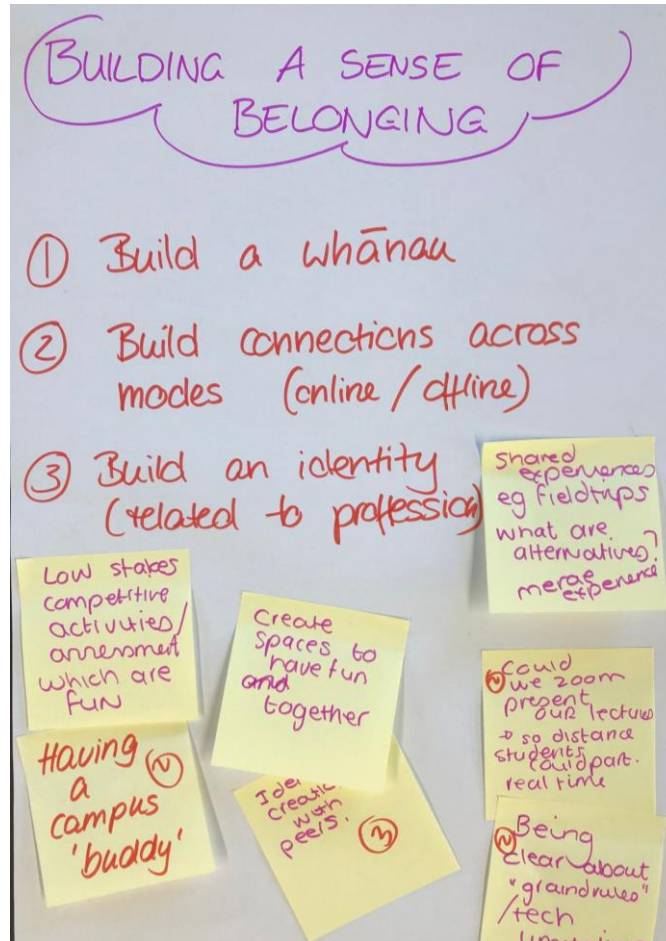
Too often educators work within the silo of their own course or discipline. The un-conference gave us an opportunity to explore strategies beyond the familiar. Whilst some strategies are now quite familiar tried and tested teaching approaches eg the “zoom” break out room, others were not as mundane and in the process of sharing participants were able to build off and from ideas

For example making learning authentic and engaging students was a challenge many faced. Fieldtrips were clearly a normal way for some educators to achieve this but weren't always possible to feasible. Ideas emerged about virtual fieldtrips, bringing guests and experts into the classroom rather than taking students out, self guided field trips eg giving students an everyday task to reflect on such as going to a non-franchise restaurant in xx city on public transport to understand accessibility and inequality or mapping or observing where they lived to explore notion of territoriality, Another idea was the acknowledgement that even when we deliver face to face lectures in most cases these were also recorded for asynchronous viewing. Suggestions for how to engage students watching lecture recordings included treating the camera as a person ie. greeting those behind the camera, describing images and objects, acknowledging remote presence by providing alternatives for class activities f and thanking remote students for their time and presence at the conclusion of a lecture.

This crowd sourcing of ideas demonstrated the power of the collective and of diverse pedagogical practices. As collaborators, our how might we statement was “*How might we* work collectively to move forward with these challenges.”

Participants constructed four new “how might we” questions from the initial set and worked together in groups to explore shared approaches.

An illustrative example is depicted in Figure 1 and unpacked below “How might we better build students sense of belonging in our postdigital teaching? “



**Figure 1: How might we build a sense of belonging amongst our students.**

- Build a whānau - In our Aotearoa context whānau means family/ extended family/ community. The whānau approach is regular used on schools to create cross year/ cross class community. In tertiary education peer mentoring programs do this somewhat and there is opportunity for student to develop community through interest driven pursuits but this is not as easy to develop as a class. One approach to this was to develop a shared identity related to the discipline/ profession.
- Build connections across modes (online/ f2f). - there is a tendency for distance students to get online together and form a group and campus based students to interact with each other in person but seldom do both groups interact together unless its through group assessment. Standard LMS's are not geared towards hybrid/ hyflex learning so purposeful strategies to connect students across modes are needed. One suggestion was to ensure every distance student had a campus buddy. For example one could assign a peer buddy for distance students so someone was keeping an eye out for their input and questions in real time synchronous classes.
- Create space for fun as an important pre-cursor to learning and a way to create belonging - creating spaces to learn and have fun such as low stakes competitive activity/ assessment or warm up games eg kahoot quiz of general questions as ice breaker.
- Make opportunities for shared experiences. This could be through sharing experiences and interests, participating in fieldwork together (virtual or physical) or noho marae experiences (an experiential and educational cultural experience for students with our indigenous Māori community), students working together to lead tutorials,



## Discussion

In our institutional context, educators views of postdigital education, connected with common themes from the literature of the complexity and entanglement of postdigital teaching and learning (Jandrić, and Hayes (2023)). One example of how this was experienced was institutionalized categorization of enrolments as being campus based or distance. An administrative dichotomy that does not reflect the reality of the postdigital teaching and learning.

Educators foregrounded the contradictions they had experienced in (dis) connection with students and the impact of postdigital teaching and learning on them as academics in terms of additional mental and emotional labor. This intersected with the Māori value of *whanaungatanga* which can be broadly explained as “the process of establishing and maintaining relationships.” It is about bringing “people together around a common cause or association. This includes “kinship ties, connections to place(s), interests, the environment and, of course, shared learning experiences.” (Rātima et al, 2022p. 28). Relationships were at the core of participants postdigital teaching and learning, which demonstrated the crucial role of pedagogies of care in postdigital education. The critical view on this foregrounded issues of (in)equality and the practices, processes and types of students institutional structures favour and are geared towards.

The concept of *whanau* (extended community) was important for educators approach to postdigital critical pedagogies of care. For our university educators this materialized into challenges and questions focused on connection and how one thought about participation, and the way we learn from and with each other which is underpinned by the Māori value of *ako* or reciprocal learning (Ratima et al 2022) and how students’ were supported to develop the skills to manage changing expectations of learning.

The findings demonstrate how indigenous (in our context Māori) values can enhance tertiary educators thinking about postdigital critical pedagogies of care and demonstrate the potential for indigenous thinking to enhance our pedagogical practice in postdigital education.

## Conclusion

In undertaking this project we saw that educators had a good working knowledge of our core constructs even though they came from diverse disciplinary contexts and the theories underpinning our constructs were not necessarily familiar to them. Our intervention in the realm of networked learning in formal, non-formal and informal contexts of learning and development for educators (e.g., higher education, professional development, community learning) proved effective in fostering collaborative engagement around shared common pedagogical challenges. This collaborative discourse centered on pertinent pedagogical issues, notably encompassing ethical and responsible innovation and teaching such as concerns related to privacy, surveillance, inclusion, criticality, equity and social justice, relational pedagogies, eco-pedagogies. Furthermore, discussions extended to considerations regarding the spatial, contextual, and modal aspects of learning, encompassing online, blended, hybrid, and boundaryless modalities. Through our collective efforts, this project serves as a noteworthy illustration of how educators can efficiently exchange experiences and knowledge, and collaborate in devising mutually advantageous strategies to address the multifaceted challenges encountered within our educational landscape.

## References

- Akuhata-Huntington, Z. (2020). Impacts of the COVID-19 lockdown on Maori university students.
- Akuhata-Huntington, Z., Foster, S., Gillon, A., Merito, M., Oliver, L., Parata, N., ... Naepi, S. (2020). COVID-19 and Indigenous resilience. *Higher Education Research and Development*, 39(7), 1377–1383.  
<https://doi.org/10.1080/07294360.2020.1823327>
- deNoyelles, A., Milanés, C. R., & Dunlap, K. (2016). Ms/Use of technology: Reflections on feminist pedagogy from the technological front line. *Pedagogy*, 16(3), 481-509.
- Brown, C., Hartnett, M., Rātima, M., Forbes, D., Datt, A., Gedera, D. (2022). Putting whanaungatanga at the heart of students’ online learning experiences. In Editors names (Eds.), *Reconnecting relationships through*

- technology. Proceedings ASCILITE 2022 in Sydney e22141-e22146. Sydney: ASCILITE.  
<http://dx.doi.org/10.14742/apubs.2022.146>.
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard educational review*, 59(3), 297-325.
- Jandrić, P., & Hayes, S. (2023). Social Participation in a Postdigital-Biodigital Age. In A. Weich & F. Macgilchrist (Eds.), *Postdigital Participation in Education: How Contemporary Media Constellations Shape Participation* (pp. 35-57). Cham: Palgrave Macmillan. [https://doi.org/10.1007/978-3-031-38052-5\\_3](https://doi.org/10.1007/978-3-031-38052-5_3).
- Jandrić, P., Ryberg, T., Knox, J., Lacković, N., Hayes, S., Suoranta, J., ... & Gibbons, A. (2019). *Postdigital dialogue*. *Postdigital Science and Education*, 1(1), 163-189.
- Kuhn, C., Khoo, SM., Czerniewicz, L. et al. Understanding Digital Inequality: A Theoretical Kaleidoscope. *Postdigit Sci Educ* 5, 894–932 (2023). <https://doi.org/10.1007/s42438-023-00395-8>
- Networked Learning Editorial Collective. *Networked Learning: Inviting Redefinition*. *Postdigital Science and Education* (2021) 3:312–325
- Rātima, M., Smith, J., Macfarlane, A., Riki, N., Jones, K-L., & Davies, L. (Eds.). (2022). *Ngā Hau e Whā o Tāwhirimātea: Culturally responsive teaching and learning for the Tertiary Sector*. Canterbury University Press. <https://ir.canterbury.ac.nz/handle/10092/103380>
- Rapanta, C., Botturi, L., Goodyear, P. et al. Balancing Technology, Pedagogy and the New Normal: Post-pandemic Challenges for Higher Education. *Postdigit Sci Educ* 3, 715–742 (2021). <https://doi.org/10.1007/s42438-021-00249-1>
- Sciascia, A. D. (2017). *Māori cultural revitalisation in social networking sites*. Te Puni Kōkiri.
- Selwyn, N. (2020). *Re-imagining 'Learning Analytics'... a case for starting again?* *The Internet and Higher Education*, 46, 100745.
- Shrewsbury, C. M. (1993). What is feminist pedagogy?. *Women's Studies Quarterly*, 21(3/4), 8-16.
- Tolbert, S., Azarmandi, M., & Brown, C. (2022). A Modest Proposal for A Pedagogy of Alienation. In P. Jandrić & D. R. Ford (Eds.), *Postdigital Ecopedagogies: Genealogies, Contradictions and Possible Futures* (pp. 195–212). Cham: Springer. [https://doi.org/10.1007/978-3-030-97262-2\\_10](https://doi.org/10.1007/978-3-030-97262-2_10).