

Experiential Learning in and the Appropriation of Experience in a Age of Surveillance Capitalism

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Today's Aims: A Sociology of Learning

- Introduction to Experiential Learning Theory
- Consider new modes of production
 - Surveillance Capitalism (Zuboff 2019)
 - Accumulation by Dispossession (Harvey)
 - Digital Dispossession (Couldry and Mejias 2019)
- Consider These Changes to Capitalism as Learning
 - Appropriation of Experience (Dyke 2023)
- What might be implications for Education?
 - Examples of Research at Southampton

We Learn from Experience?

- Do we?
- What is experience?
- Does it change over time from place to place?
- Is it enough to learn from experience?
- Do we need something else?

Kolb (1984)

- Derives from work of John Dewey and Kurt Lewin
- Four key elements

Experience

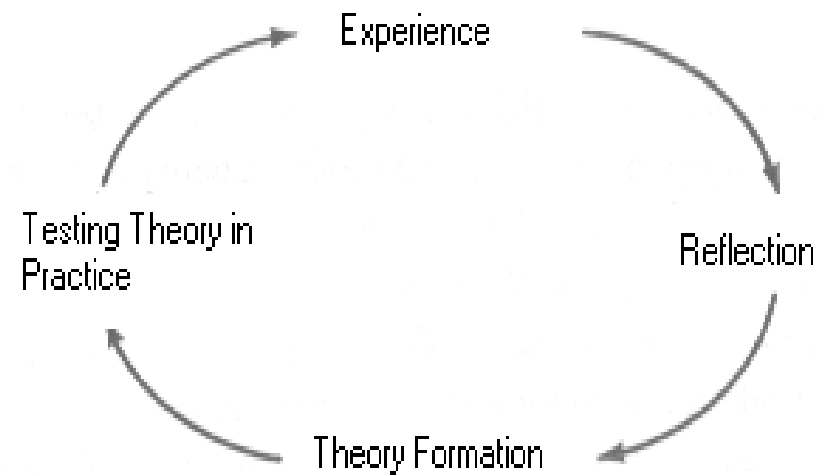
Testing Theory
In Practice

Reflection

Theory Formation

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Kolb (1984)



The Lewinian Experiential Learning Model

Kolb (1984)

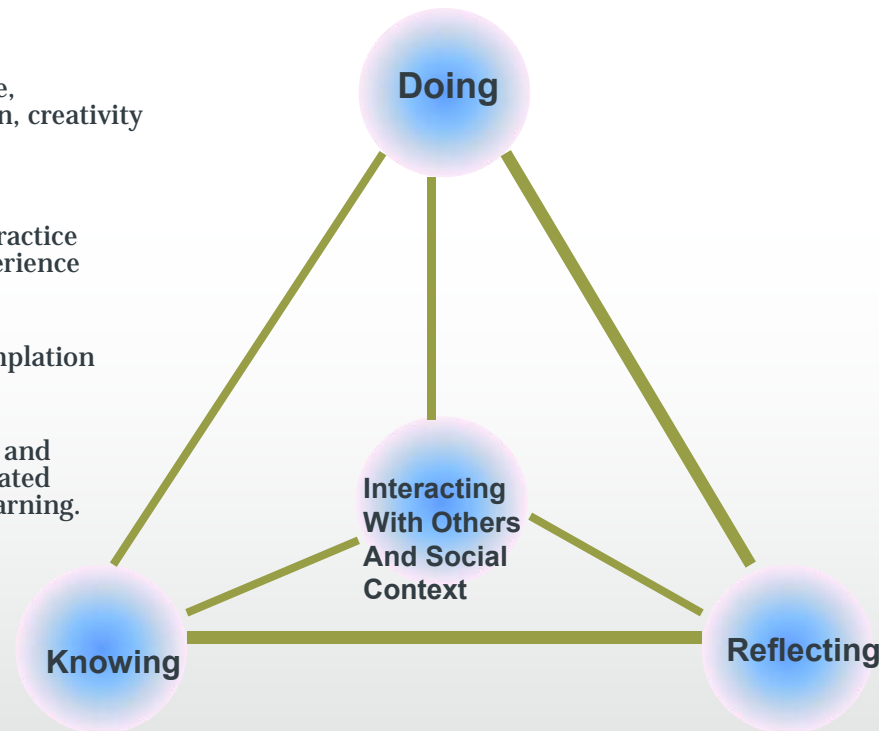
Definitions of Experiential Learning

- "Learning is the process whereby knowledge is created through the *transformation of experience*" (Kolb 1984:38)
- "The process of *transforming experience* into knowledge, skills and attitudes, values and emotions" (Jarvis 1995:20)

Key Elements of Experiential (Reflexive) Learning

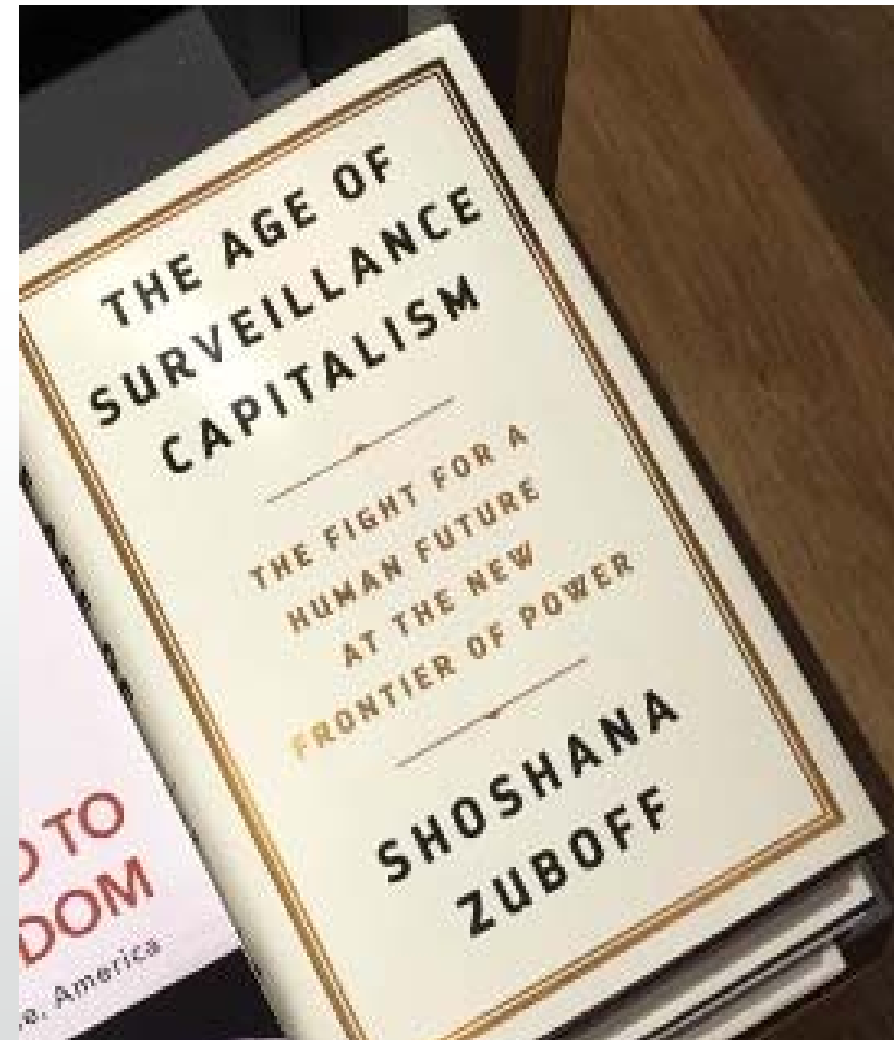
- **Doing**
 - Practice, primary experience, experimentation, application, creativity and expression
- **Knowing**
 - Formal Theory/Research/Practice Knowledge, Secondary Experience
- **Reflecting**
 - Reflection, thinking, contemplation
- **Interacting**
 - Engagement with the Other and different social context, situated learning, communities of learning.

Martin Dyke (2009)



Surveillance Capitalism

Surveillance capitalism operates through unprecedented asymmetries in knowledge and power that accrues to knowledge. Surveillance capitalists know everything *about us*, whereas their operations are designed to be unknowable *to us*. They accumulate vast domains of new knowledge *from us*, but not *for us*. They predict our futures for the sake of others' gain, not ours.



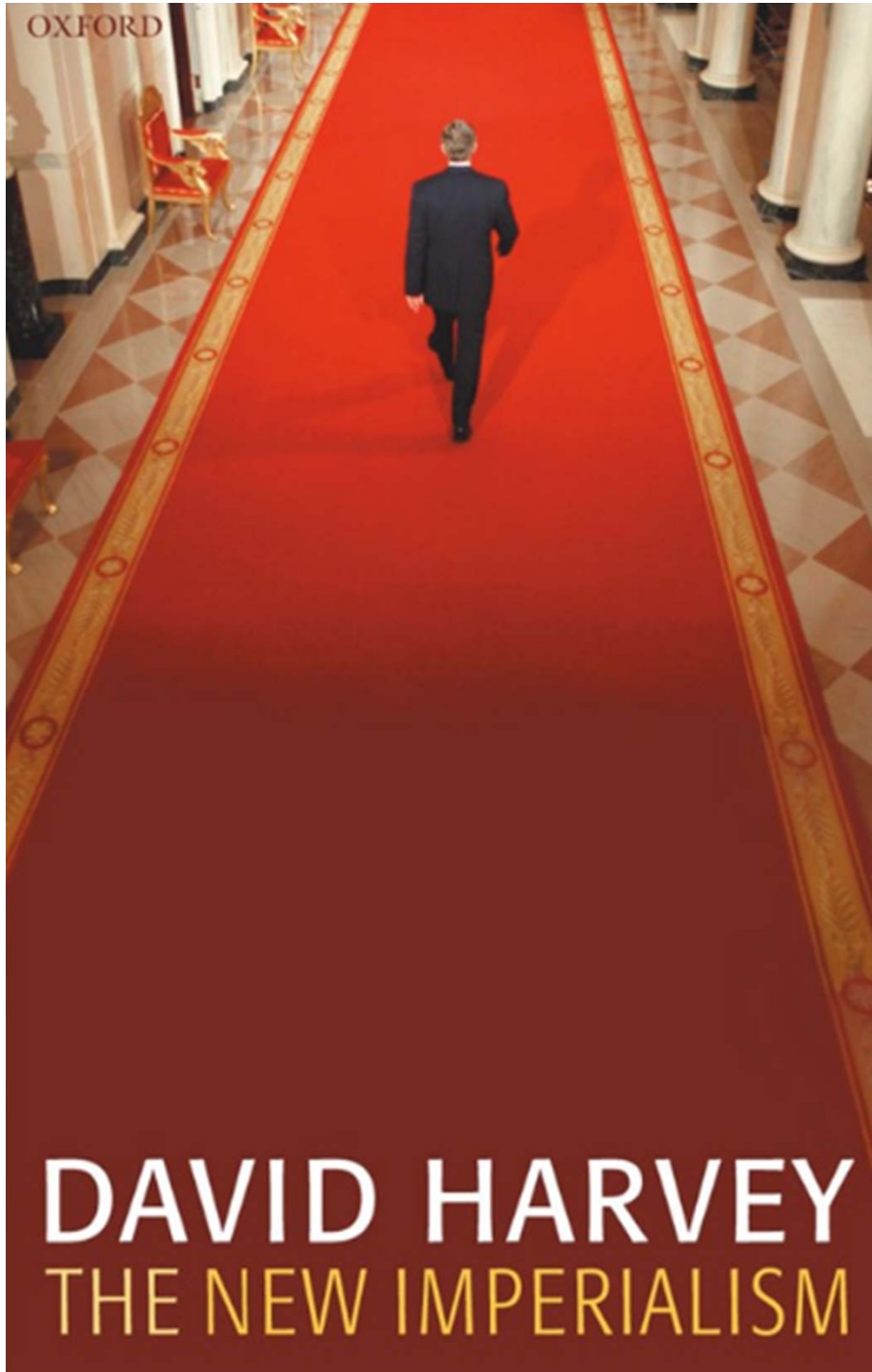
From a Division of Labour to Division of Learning

- Zuboff argues that the Division of Labour is being surpassed by a Division of Learning.
- Has one replaced the other?
- Where others learn from our behavior in ways that we are excluded from.
- The new production is processing behaviour data and selling the outcomes
- Targeted Advertising is a product.
- Changing our future behaviour is a goal
 - Behaviour modification
 - Association and Reinforcement.

Production Based on Learning from of Experience
Trying to Change Behaviour as source of Profit
'Behavioural Surplus'

My Evaluation of Zuboff

- Very interesting account of history of process
- Division of Labour alive and well
- No awareness of class, race, gender
- Golden Age?
- USA centric
 - Europe?
 - China?
 - Global South?
- Ignores major literature on surveillance
 - Foucault?
- Methodology
 - Interviews
 - “anecdote” (Fleur Johns)
- Very little account of Marx who seems very relevant like Foucault
- Are people already aware and resisting?



Accumulation by Dispossession

- Capitalism continuously seeks new sources of profit.
- Turns all resources into new commodities for sale.
- Constantly seeks new markets.
- Public assets become privatized
- This is Primary mode of Capitalism

Data Colonialism: Rethinking Big Data's Relation to the Contemporary Subject

Television & New Media
2019, Vol. 20(4) 336–349
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Nick Couldry¹ and Ulises A. Mejias²

- New stage of Capitalism
- **Digital Dispossession**
- No longer just our labour exploited
- Capitalism needs cheap labour, cheap natural resources, now cheap data
- Personal data collected for others benefit
- Social Quantification Sector
 - Algorithms
- "Data exhaust" odd term for our life experience before profit identified
- New Social Relations

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New Social Relations:

- From Marx commodified labour to
- Commodified Life

“transforming *human life* into a new abstracted social form that is also ripe for commodification.” (page 343)

“A continuously trackable life is a dispossessed life, no matter how one looks at it. Recognizing this dispossession is the start of resistance to data colonialism.” (345)

Observations on Digital Dispossession

- Big Data can provide Powerful New Insights into Human Behaviour
- Data does not need a name – anonymized
 - Some would say de-humanised
- Issues are who owns, controls and benefits
- Is this Digital Dispossession?
- **Appropriation of Experience**
- Authors concludes on need for the 'Other' Engagement with difference
 - Recognize diversity, difference, humanity in the data

From a Labour Theory of Value to a Learning Theory of Value?

Is this new mode of Capitalism Based on Profit from Learning Mechanisms?

- Applying Behaviourist Learning Theory to Our Experience
- Learning by Transforming our Experience into new products and commodities

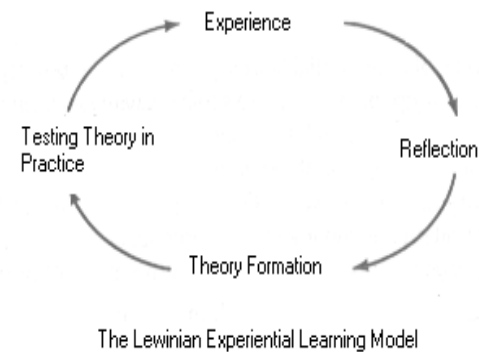
Do we need to revise the definition of Experiential Learning:

“The process of *transforming experience* into knowledge, skills and attitudes, values and emotions” (Jarvis 1995:20)

“The process of transforming experience into knowledge, skills, attitudes, values, emotions and *commodities for profit?*”

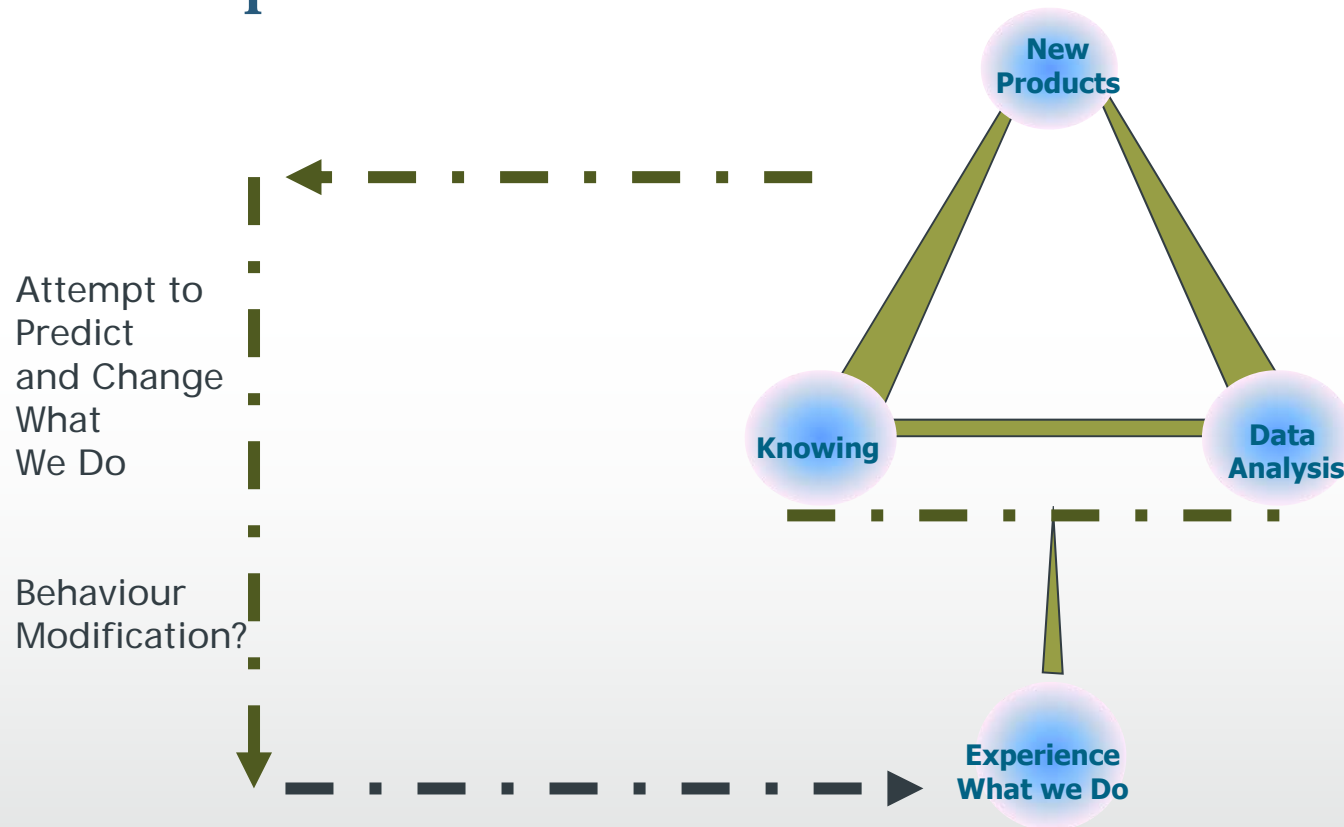
Learning Theory of Value: Experiential Learning

- Can this process be seen as experiential learning?
- What is a key difference to traditional experiential learning?



What is *our* role in this form of new Learning from Experience?

Alienation, Appropriation and Dis-empowerment?



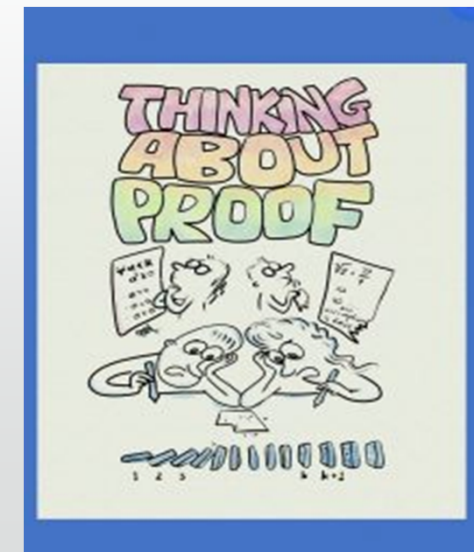
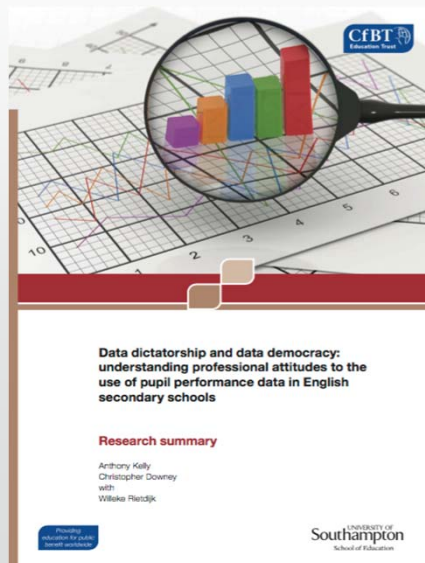
No Longer Us Owning and in Control of Learning from our Experience. Experience is appropriated by companies who own it transform it and profit from it. Seek to change future behaviour.

Empowerment: Taking back control?

- Big Data provides for Powerful Learning Opportunities
- Understanding Learning is central to these mechanisms
- Need to consider the Humanity within the data
 - Difference and Diversity
 - Richness of the Other
- Ownership and Control
 - Benefits to many not few
- Do we need?
 - Openness to processes and data collection
 - Education in Data Handling
 - Rich Data is basis of better practice and Evidence Based Practice
 - All able to learning from data
 - Better data literacy needed
 - Education in Data Handling
- More Maths Education!

Examples of Our Data and Math Research

- Educational Effectiveness and Equity Theme
- Transformation is Aim
- Critical Engagement for Change
- Projects
 - Data Democracy
 - Numbers in Everyday Life
 - School Mathematics Project
 - Thinking about Proofs



Teachers use of pupil performance data



Data dictatorship and data democracy: understanding professional attitudes to the use of pupil performance data in English secondary schools

Research summary

Anthony Kelly
Christopher Downey
with
Willeke Rietdijk

Data dictatorship

Data democracy

Table 3: School data-culture: extreme positions across a number of criteria related to the use of pupil attainment and progress data

Data dictatorship	Data democracy
Led by 'data gatekeepers'	Led by 'data advocates'
Deficit view of colleagues	Developmental view of colleagues
Data manager: views self as 'data expert'	Data manager: views self as 'data facilitator'
Need to control	Need to support
Teachers get what they are given	Teachers given appropriate access
Pre-digested data-bytes	Undigested data sets
Prevented from exploring further	Encouraged to explore further
Colleagues de-skilled	Colleagues up-skilled
Stilted self-evaluation	Wide-ranging self-evaluation

Towards Data Inquiry

Dewey's Approach to Learning

Data democracy / Data Inquiry	Dewey's Inquiry based experiential learning
Lead by data advocates	Lead by teachers & students
Developmental view of colleagues	Developmental view of students
Data Manager as data facilitator	Teacher as facilitator
Need to support teachers	Need to support students
Provide full data sets	Enable student to problem solve
Encouraged to explore	Encouraged to explore
Colleagues up-skilled	Student gain problem solving skills
Comprehensive self-evaluation	Thoughtful & reflective learning

Conclusions Towards data inquiry

- Give the Universities and Schools the power to use data
 - Select data
 - Interpret the data
 - Contextualise the data
 - Check reliability, validity
 - Decide how to act upon the data
- Data Literacy and Empowering the educationalists
 - Learning from data
 - Not dictated by data.

Conclusions: Government awareness of problem?

Rich Data is Vital for
Evidence Based Practice

Can improve our
understanding

Critical Realist Find Out:

*What works for whom in
what circumstances and
why?*

Schools' Minister 2004

*Data for learning not data of
learning*

Intelligent Accountability

Chief Inspector Schools 2018

Inspection Conversation

*Schools and Teachers lead on
data*

*Teachers as learning experts not
data managers*

Apply Knowledge of Learning to Our Learning from Student Survey Data

- Pedagogic processes
- Rich Data as basis for
 - Evidence based practice
- Colleagues empowered
 - Colleagues identify and own actions required
- Improved Educational Effectiveness through
 - Learning from data
 - Need to improve data literacy of teachers

MATHS IN CHILDREN'S WORLDS



What we do

The difference we make

We are a team of researchers from the University of Southampton, specialising in Early Mathematics Learning. We work in collaboration with Early Years Educational settings and Primary Schools.

Exploring how young children develop their early ideas about mathematics is important for developing evidence-based teaching approaches, practices, and resources that aim to best support young children's mathematics learning and development.

Recent Publication

Voutsina, C. & Stott, D. (2023). Preschool children's conceptions of the meanings and use of written numerals in everyday life: a phenomenographic study of the nature and structure of qualitative variation. *Educational Studies in Mathematics*

<https://doi.org/10.1007/s10649-023-10232-1>