

18/06/26

\$./critique --run

Critique as Practice and Critical Computational Literacy.



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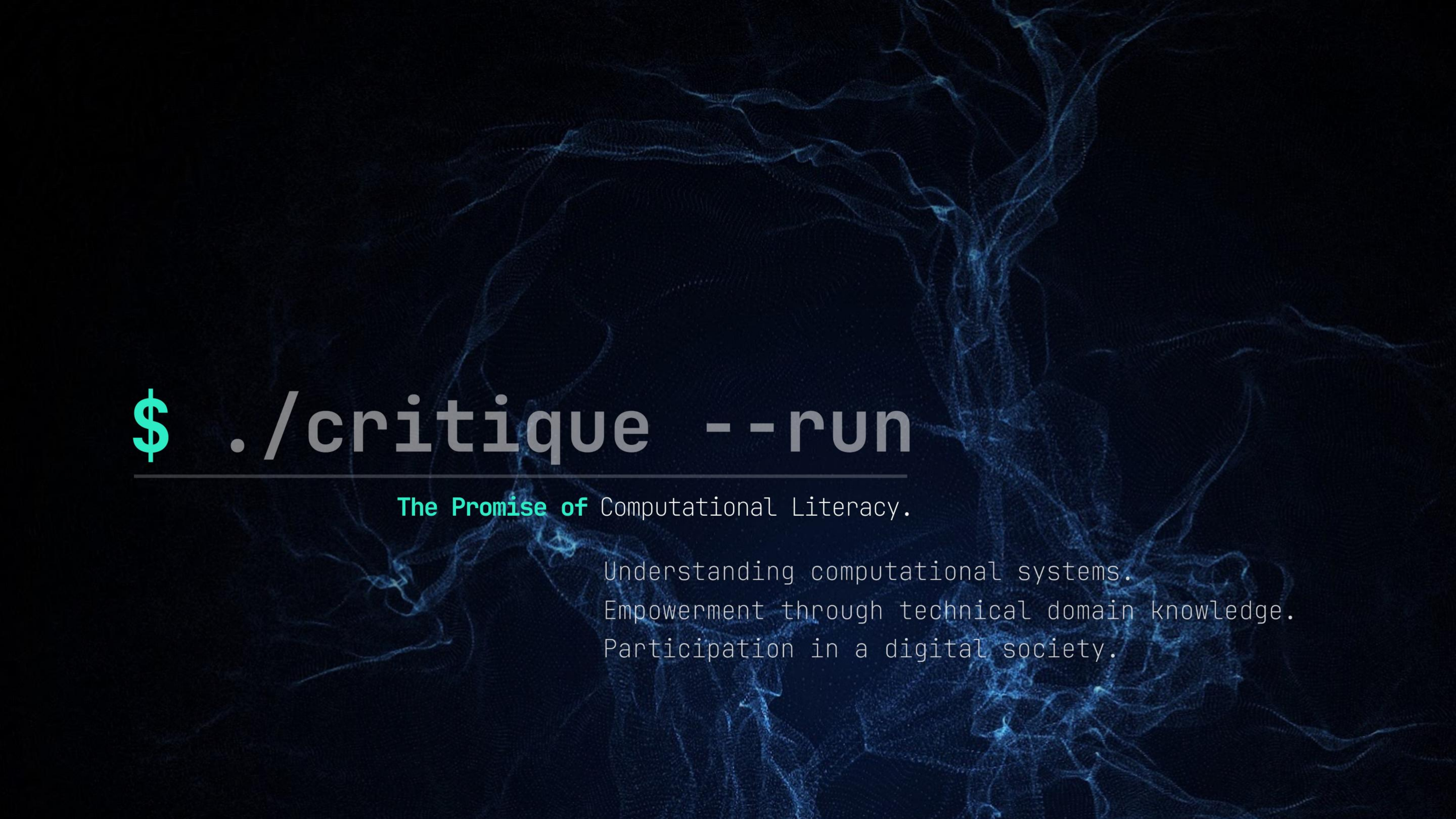


Dan Verständig | Educational Theory and Practices of Critical Computational Literacy

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The background of the slide is a dark, textured surface with a complex, organic pattern of glowing blue lines and particles, resembling a neural network or a complex data structure.

\$./critique --run

The Promise of Computational Literacy.

Understanding computational systems.

Empowerment through technical domain knowledge.

Participation in a digital society.

\$./critique --run

The Idea of Critical Computational Literacy.

Who benefits from computational systems?
Which forms of knowledge become privileged?
How are inequalities reproduced?

\$./critique --run

The Idea of Critical Computational Literacy.

Who benefits from computational systems?
Which forms of knowledge become privileged?
How are inequalities reproduced?

Shifting towards complexity and transforming self- and world-relations through reflexive engagement with and within computational systems.

An aerial photograph of a coastline. On the left, a sandy beach is visible, with some dark, rocky patches. The ocean occupies the right side of the image, with white, frothy waves crashing against the shore. The water is a deep blue-green color. The overall scene is dynamic and natural.

\$./critique --loop

On **reflexivity**, **negativity** and educational challenges.

\$./critique --glitch

Critical refusals beyond competencies and optimization.

Refusal is not denial.

Refusal is not disengagement.

Refusal **interrupts** normative expectations.

\$./critique --glitch

Critical refusals beyond competencies and optimization.

Hacking and deconstruction.

Subjectivation and biography.

Attitude and **uncertainty**.



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Critique as Practice and Critical Computational Literacy.

\$ > Thank you!

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