

Common Resilience: Philosophy of Technology as Future-Oriented Philosophy of Education.

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Keywords: philosophy of education; the commons; crisis.

Networked technologies play a fundamental infrastructural and socially-enabling role across contemporary societies, and ought to be an urgent focus for the forms of clarificatory, critical, and creative thinking that good philosophical education fosters, at all educational levels, across diverse educational contexts. This is especially true, this paper argues, in a contemporary situation where a sense of *crisis itself* has become our 'commons'. That is: where what is shared across diverse contemporary societies is a diffuse sense of crisis periodically made paroxysmal by negative network externalities. This paper argues that philosophies of technology motivated by issues of intergenerational justice may have an important role to play in mitigating this, by contributing to an emergent sense of 'common resilience'.

Part one outlines the concept of 'crisis as our commons', and consider tragedies of the commons related to it (for instance: asymmetries of knowledge and power law wealth distributions in networked cultures). Part two surveys concepts drawn from canonical figures in philosophy of education from a philosophy of technology perspective (specifically: Nussbaum on capability, Freire on the pedagogy of the oppressed, Dewey's proximity to issues in philosophy of technology, and Bourdieu's concepts of social and cultural capital and the 'field'). Part three draws on work I have been conducting with schools and young learners as part of a 'Localising Philosophy: Democratising Technology' project to outline an alternative approach: common resilience.