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Misalignment between
Learning and Physical Space:
Digidemic, Spatial Disjuncture,
and Hysteresis

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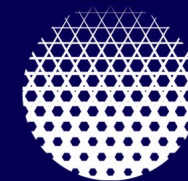
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What is Hysteresis: in a brief

- Algeria (Bourdieu, 1964, 1966) in order to understand not reproductive harmony but precisely the opposite – the nonalignment between peasants' economic dispositions and the radically changed economic conditions of late colonial modernity (Bourdieu, 1979).
- Bourdieu recognized that the disjuncture between structure and habitus is increasingly disrupted – a phenomenon that he calls hysteresis (Bourdieu, 2000:263)
- 'the hysteresis of habitus [. . .] is doubtless one of the foundations of the structural lag between opportunities and the dispositions to grasp them' (Bourdieu, 1972/1977, p. 83).
- "critical moments when it misfires or is out of phase" (Bourdieu 2000:162), particularly when a field undergoes a major transformation that dramatically changes its rules or regularities.



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Virtual Learning as a New Field

- 'Field' is a space of appropriation, circulation, and appropriation and exercise of goods, services, knowledge, or status, and the competitive positions held by actors in their struggle to realize particular goal
- 'Field' is a space where certain capitals are required to be able to win and sustain the goal.
- Virtual learning as a 'field' necessitates the learners and lecturers to masters particular capital such as objectified capital (internet connection, virtual learning software, computers/laptop, microphones, embodied capital (knowledge and skill for using the virtual learning software), and institutional capital (material and non-material supports such as training, policy of learning and teaching, problem-based decisions)
- University is a field of practice in which learners and teachers are the agents (Tsai, Perrotta, & Gašević, 2020). In the daily learning process, this field of practices relies on a synergy between technological equipment, the formal curriculum, and the dispositions of the agents (the teachers and learners) to succeed

Forms of Hysteresis

Passive participation

Disengagement in learning

Ambivalence

Powerlessness

Mental meltdown

Solastalgia

Digidemic

Students encounter a “mismatch” between objective realities (online learning) and pre-existing circumstances in their homes and in relation to the reliability of Internet connections in their country

Latour (2011), digidemic has perpetuated “hegemonic extension” (p. 11) – the imposed remote learning technology has quickly gained dominance over pre-existing technologies (television, Internet, tele/smartphone, and so on).

Digidemic has presented students with objective structures they had never encountered before, and this unpreparedness gives rise to various “multi-temporal dynamics” (Strand & Lizardo, 2017, p. 169)

Thank you