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PARTICIPATION AND POSITIONALITY IN THE POSTDIGITAL SCIENCE AND EDUCATION RESEARCH COMMUNITY

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In this short paper we introduce a global, interdisciplinary body of research and impact that is critically examining information systems, data and technologies as they intersect with all aspects of human life. This research has developed since the launch of the Springer Postdigital Science and Education (PDSE) journal in 2018, therefore we invite you to celebrate with the editorial team the last 5 years of diverse, critical contributions to PDSE and to think about how your own research might connect with this context and community.

Firstly, we will focus on how the establishing of the journal and a later book series has been at the centre of growing an active worldwide cross-disciplinary research community where both collective participation and individual positionalities have flourished. At the same time, we explain how the term 'postdigital' is a flawed but useful concept, with no universal definition, that has worked very well as a critical focal point for growing a substantial body of knowledge and inclusive research activity. Whilst we cannot reference every article or book chapter that has helped to grow PDSE, we will

share some broad themes and examples that will enable you to consider how your own field of activity links with this welcoming community of scholars.

Academic work can be challenging and isolating at times, but we believe that PDSE has made enormous strides in demonstrating how solidarity can be built across different worldwide institutions and institutional roles as well as across different sectors. Both the positionalities of so many individual authors as well as their collective participation have played their part in ecologically shaping the impact of the Springer PDSE journal so far, along with the book series, and the broader network of collective events that illustrate how publishing can truly be enacted as a globally inclusive postdigital community.

What is 'postdigital' remains widely open for each of us to define in our own context

The birth of the PDSE journal was marked by a collaborative publication written by the editorial team for the *Educational Philosophy and Theory* journal. In this article we acknowledged that 'we are increasingly no longer in a world where digital technology and media is separate, virtual, 'other' to a 'natural' human and social life' a realisation that has inspired the emergence of a new concept - 'the postdigital' (Jandrić, et. al., 2018: 893).

The rapid development of this concept in many directions since 2000 is charted also in a recent discussion of the 'history of the postdigital', where Petar explains why attempting to define the postdigital is not the best idea: 'the philosophical paradox of definition should not paralyze inquiry'. (Jandrić, 2022). Instead, in many other works, authors have tended to focus on a 'postdigital membrane' (Pepperell & Punt, 2000), to reflect on a 'post-digital humanities' (Hall, 2013), or on 'postdigital aesthetics' (Berry & Dieter, 2015). Others have examined the work of the prefix 'post' to consider ways that discourse (language-in-use) shapes how we experience the postdigital (Sinclair and Hayes, 2018). There have been collective articles on developing a 'postdigital dialogue' (Jandrić, et. al., 2019), on the emerging configuration of 'postdigital-biodigital' (Peters, Jandrić & Hayes, 2021) and works to examine 'postdigital positionality', as Sarah has done, to demonstrate how individuals will experience postdigital contexts in unique and diverse ways (Hayes, 2021).

The meaning of 'postdigital participation' has been explored too (by colleagues who also launched a postdigital participation campus[1]) to question how contemporary media constellations now shape our participation. As an open access book, the interrelations of the postdigital condition and its relationship to education, with a particular focus on participation, are explored (Weich and Macgilchrist, 2023).

Postdigital themes continually emerge through the articles and book series

Alongside the many journal articles in which authors have discussed different encounters with the postdigital, a PDSE edited book series[2] covers a wide range of topics within postdigital science and education, including learning and data analytics, digital humanities, digital learning, teaching and assessment, educational technology and

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[1] Postdigital Theory with Sarah Hayes and Petar Jandrić – The Basement (gei.de)
[2] https://www.springer.com/series/16439

philosophy of education. This has enabled collective examination of broad postdigital themes, such as: *Postdigital Humans* (Savin-Baden, 2021), *Online Postgraduate Education in a Postdigital World* (Fawns, Aitken & Jones, 2021), *The Epistemology of Deceit in a Postdigital Era (*MacKenzie, Rose & Bhatt, 2021), *Bioinformational Philosophy and Postdigital Knowledge Ecologies* (Peters, Jandrić & Hayes, 2022), *Postdigital Ecopedagogies: Genealogies, Contradictions and Possible Futures* (Jandrić & Ford, 2022), *Postdigital Theologies* (Savin-Baden & Reader, 2022), *Postdigital Research: Genealogies, Challenges, and Future Perspectives* (Jandrić, MacKenzie & Knox, 2023), *Constructing Postdigital Research: Method and Emancipation* (Jandrić, MacKenzie & Knox, 2023), *Human Data Interaction, Disadvantage and Skills in the Community: Enabling Cross-sector Environments for Postdigital Inclusion* (Hayes, Jopling, Connor & Johnson, 2023).

Many publications engaged with information systems, data, technology tend to view the research field as narrowly concerned with the 'effects' of digital media on existing activities in education. Not only does this assume a division between authentic educational practices and the imposition of an external technology it suggests that people experience these effects in similar ways, thus concealing digital injustices, data poverty and positionality (Hayes, 2021, Hayes, et. al, 2023). The PDSE research community contests such divisions in our postdigital lives, particularly in an age of Artificial Intelligence (AI) where the integration of education and technology is now increasingly hard to detect. We look forward to hearing your views and to your participation in the postdigital research community!

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JOURNALISTIC AND EDITORIAL ACTIVITY OF OSYP MAKOVEI

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Osyp Makovey was the author of articles, feuilletons, reviews and literary criticism, systematic reviews of the cultural, social, literary and artistic life of Ukraine. His poetry collections Poetry (1895), Journey to Kyiv (1897), and Howler (1910) were of great importance. The writer's talent was manifested in his prose works, in particular, «Zalissia» (1897) and «Yaroshenko» (1905), collections «Our Acquaintances» (1901), «Stories», «Blood Field» (1921), «Squinting Eye» (1923), works on ethnography – «Recruit», «Customs, Rites and Beliefs of the Holy Week in Yavoriv», linguistics – «Three Galician Grammars», history – «Materials for the History of Bukovyna Rus», etc. Systematic reviews of cultural, social, literary and artistic life appeared in the magazines Zerkalo, Literary and Scientific Bulletin, newspapers Bukovyna, Ruslan, almanacs, collections, calendars, etc.

The editorial, journalistic, and research work of Osyp Makovei had many peculiarities, but at the same time it was an important part of the development of the all-Ukrainian publishing process. It was positively evaluated by Ivan Franko, Lesya Ukrainka, Mykhailo Kotsiubynskyi, Vasyl Stefanyk, Marko Cheremshyna, F. Pohrebennyk, O. Zasenko, V. Lesyn, M. Medynska-Kovalchuk, and others. At the same