Education and the Future of Software Freedom

Erin Rose Glass
LibrePlanet 2023

March 18, 2023

“Touch Points” by Dianne Twombley. Permission granted by the artist. www.diannetwombley.net.

From https://www.fsf.org/resources/badges

“The North Wind and the Sun” from Project Gutenberg (Public Domain).

EDUCATION AND THE FUTURE OF FREE SOFTWARE 101

WINTER 2023 | MIT

SYLLABUS

Dr. Erin Rose Glass

HOUSEKEEPING

- LEARNING OBJECTIVES
- REQUIRED EDUCATIONAL TECHNOLOGY
- COURSE MATERIALS
- LECTURES
- EXAM

Learning Management System

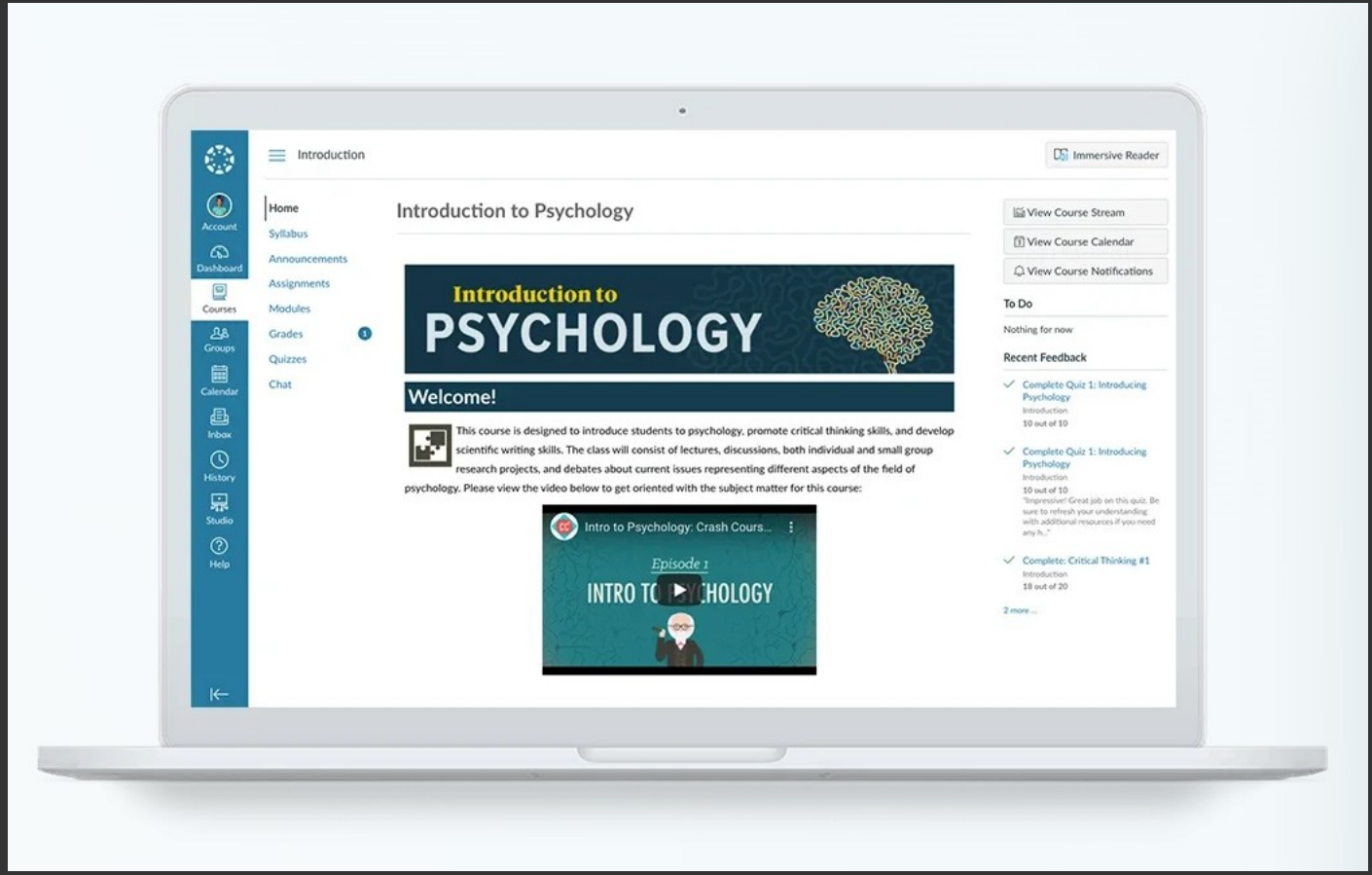


Image of Canvas LMS from https://www.instructure.com/higher-education/products/canvas/canvas-lms

Plagiarism Detector

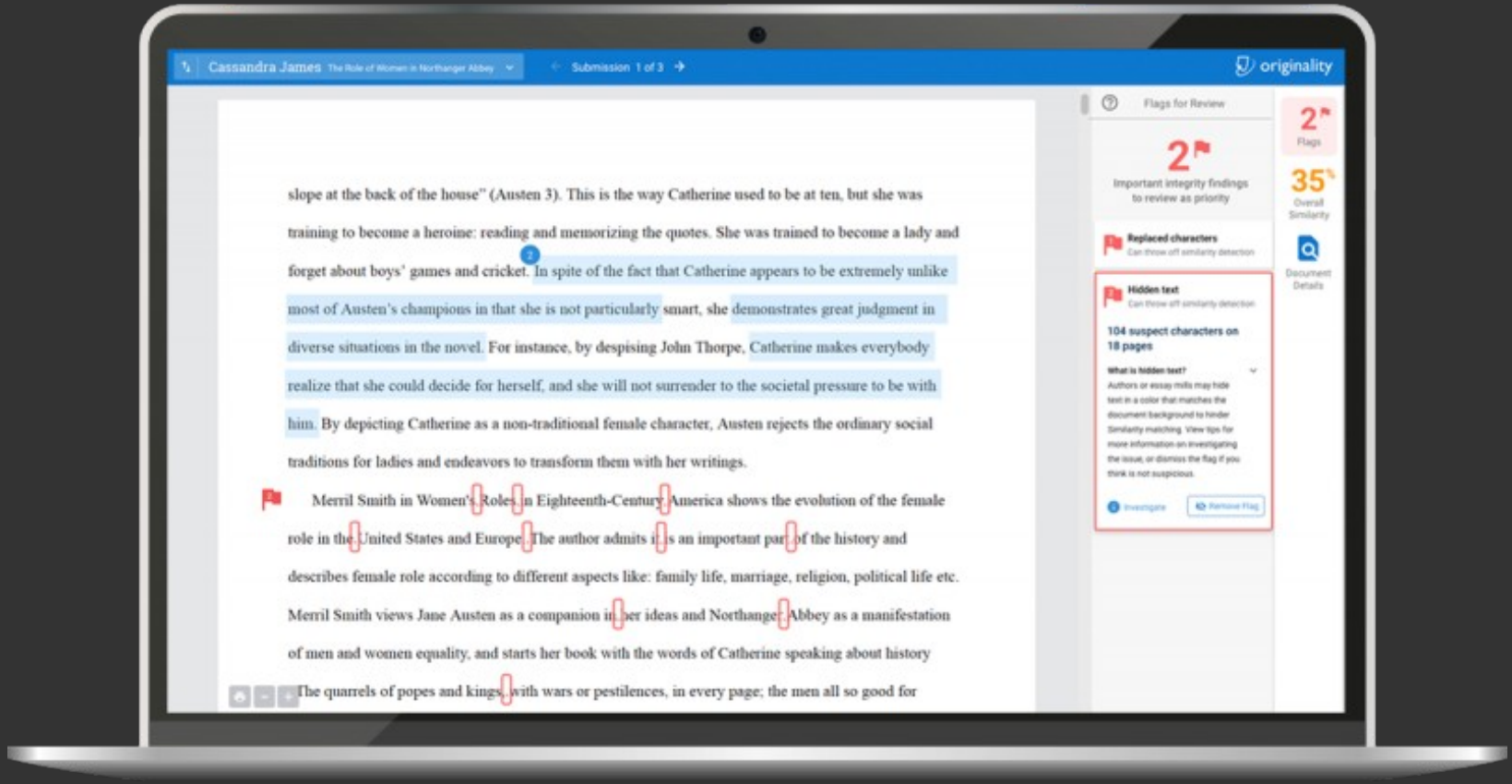
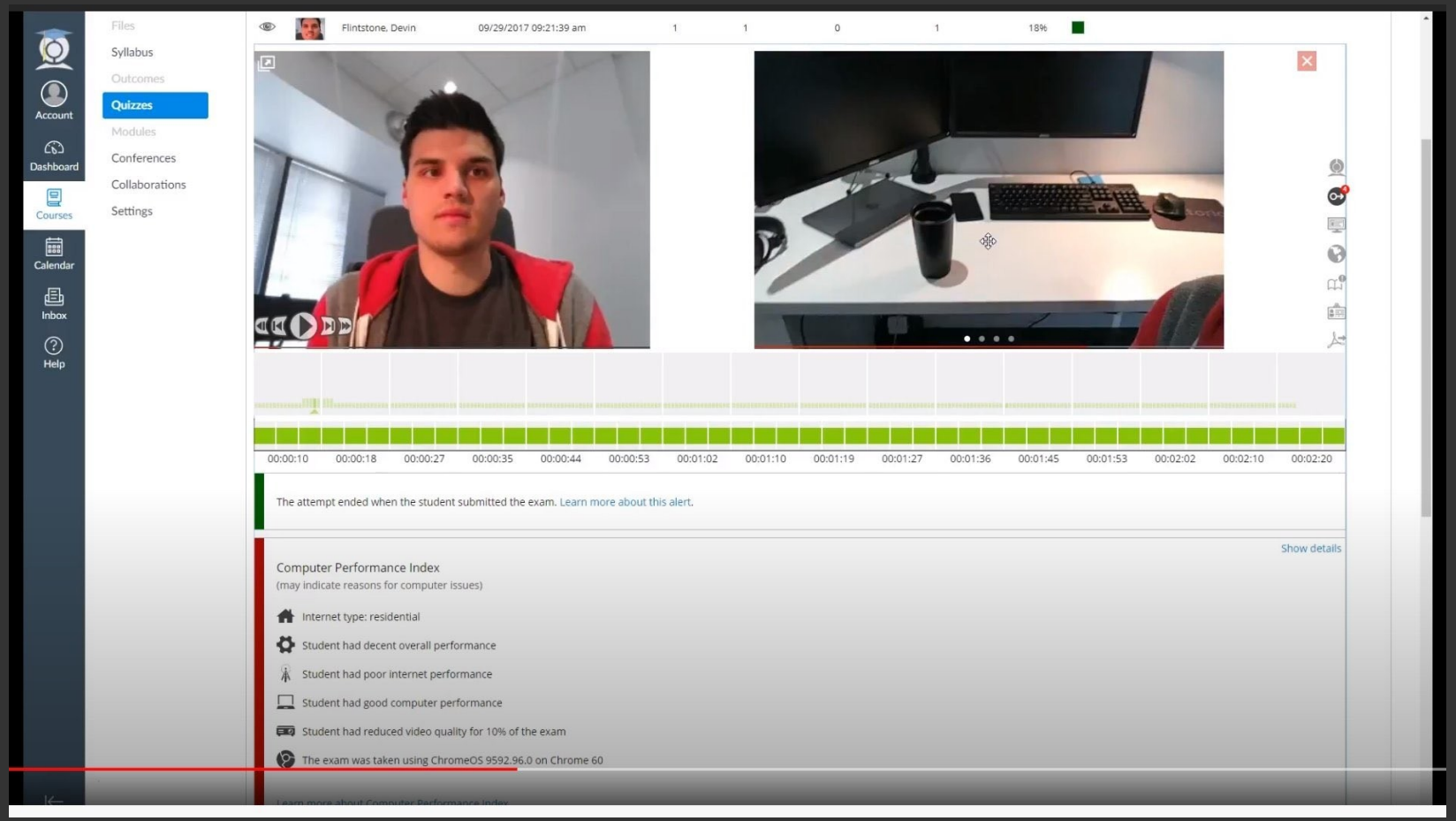


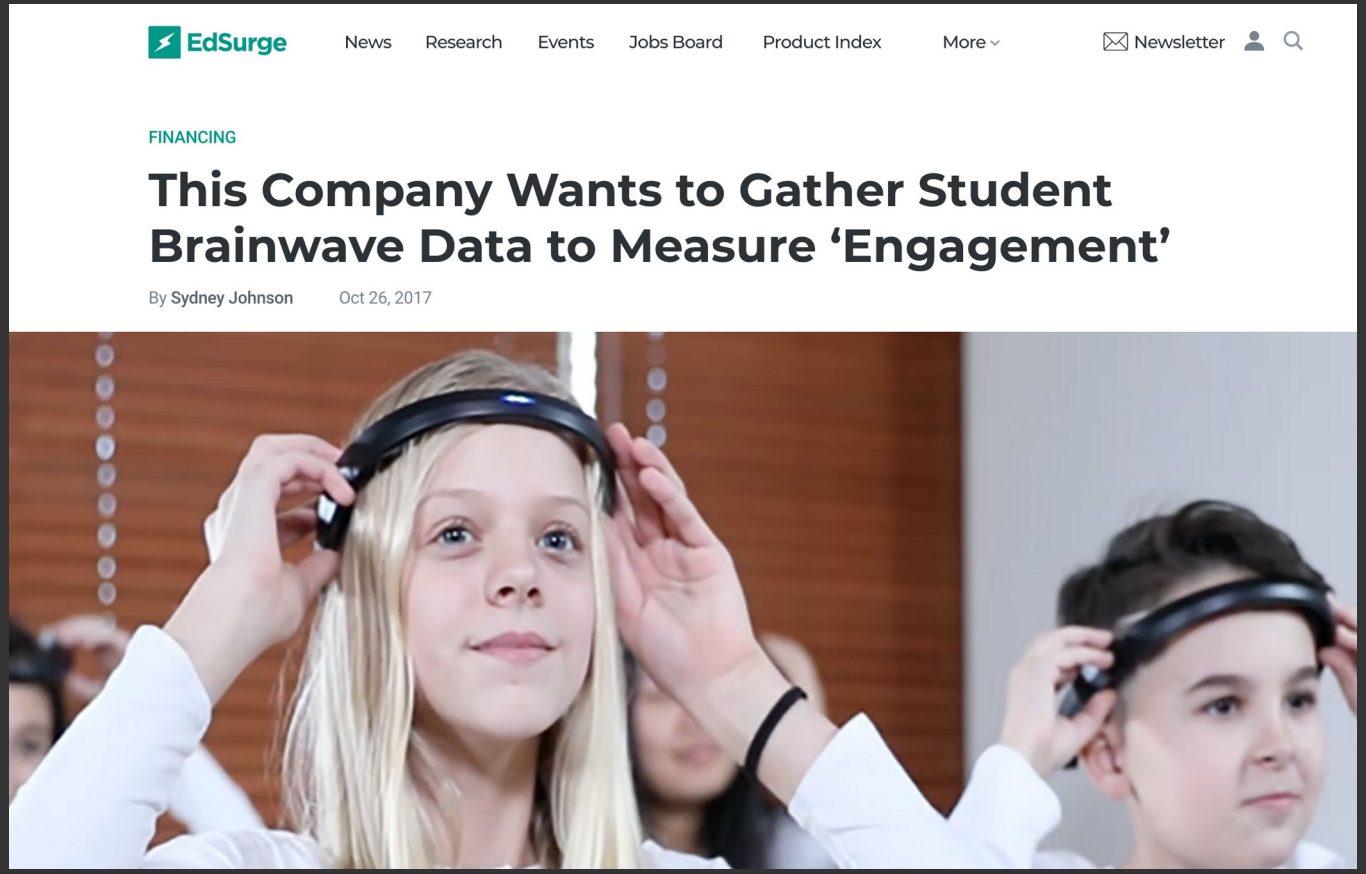
Image of Turnitin from https://www.turnitin.com/products/originality

Remote proctoring



User-generated screenshot of Proctorio tweeted by Erik Johnson: https://twitter.com/ejohnson99/status/1303142459040559104

Extra credit: new edtech tools to pilot



https://www.edsurge.com/news/2017-10-26-this-company-wants-to-gather-student-brainwave-data-to-measure-engagement

Agree to using these tools?

Growing awareness of student surveillance

HUMAN RIGHTS WATCH

العربية 简中 繁中 English Français Deutsch 日本語 Русский Português Español More +

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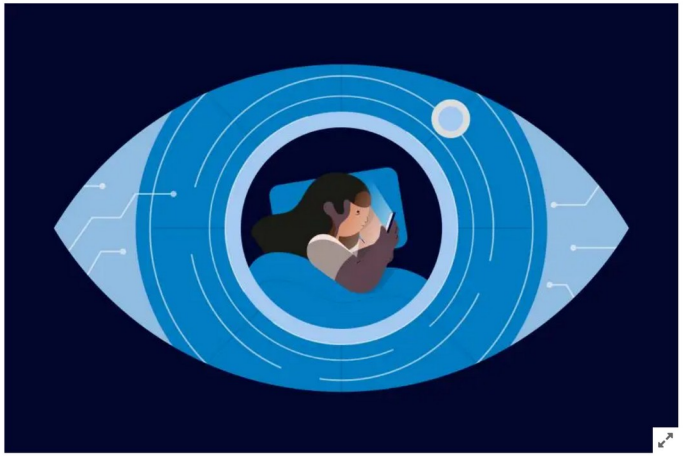
July 12, 2022 12:01AM EDT

Available in English Français Deutsch Português Español

Online Learning Products Enabled Surveillance of Children

48 Governments Recommended Unsafe Products During Pandemic, Evidence Shows



MORE READING

January 17, 2023 | Statement

Submission to the UN Special Rapporteur on the Right to Education

December 7, 2022 | Commentary

Toward Free Education for All Children

MOST VIEWED

1 February 1, 2023 | Dispatches

South Korea Cancels Plans to Update Definition of Rape

2 August 4, 2021 | Dispatches

Indian Girl's Alleged Rape and Murder Sparks Protests

https://www.hrw.org/news/2022/07/12/online-learning-products-enabled-surveillance-children

A 2013 report on open data by the McKinsey Global Institute estimated that student data could be capable of “unlocking” as much as $890 billion to $1.2 trillion annually.

THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION ADVICE

SECTIONS FEATURED: The Jerks of Academe The Creativity Challenge The Recession-Proof College

TECHNOLOGY

Why a Plagiarism-Detection Company Is Now a Billion-Dollar Business

By Beth McMurtrie | MARCH 06, 2019

Sarah Weeden for The Chronicle

A faculty member and her students use Turnitin software to review papers in a writing class at the Rochester Institute of Technology.

Stamping out student plagiarism is big business. How big? $1.735 billion, to be exact. That's the price that Advance, a privately held media, communications, and technology company, will pay to purchase Turnitin, the 800-pound gorilla of plagiarism-detection services. Although not the largest ed-tech deal ever made, it is, in the words of one analyst, "massive."

So what does the deal, announced on

https://www.chronicle.com/article/why-a-plagiarism-detection-company-is-now-a-billion-dollar-business/

EdSurge News Research Events Jobs Board Product Index More Newsletter

HIGHER EDUCATION

New Ownership for an LMS Giant: Private Equity Firm to Buy Instructure for $2 Billion

By Jeffrey R. Young Dec 4, 2019

https://www.edsurge.com/news/2019-12-04-new-ownership-for-an-lms-giant-private-equity-firm-to-buy-instructure-for-2-billion

Educause 2019 Conference

mpanies set up booths at this week's annual Educause conference in Chicago. Jeffrey R. Young / EdSurge

"If colleges actually bought all the tools sold here, just about every move made by students and professors in physical and virtual campuses would be tracked and analyzed in the name of efficiency. And the vision expands beyond that, as the vision is to create data profiles of students before they even arrive on campus and to continue data tracking long after they've graduated." (Jeffrey R. Young, *Edsurge 2019)*

https://www.edsurge.com/news/2019-10-18-how-tech-companies-are-selling-colleges-on-mass-data-collection

SCIENCE & TECH

The Student Data-Mining Scandal Under Our Noses

By MICHELLE MALKIN | April 11, 2018 9:19 AM

LISTEN TO THIS ARTICLE

Google CEO Larry Page speaks during a press announcement at Google's headquarters in New York. (Eduardo Munoz/Reuters)

TOP STORIES

1. 'Gray Matter'– Deficient Americans
VICTOR DAVIS HANSON
NR PLUS

2. Democrats Block Born-Alive Abortion Survivors Protection Act in the Senate
ALEXANDRA DESANCTIS

3. Senate Fails to Pass Born-Alive Bill
ALEXANDRA DESANCTIS

4. The Highest-Stakes Moment Brings the Worst Debate
JIM GERAGHTY

With little public oversight, Google has infiltrated schools.

POLITICS HAPPENS. STAY CURRENT WITH NR DAILY

While congresscritters expressed outrage at Facebook's intrusive data grabs during Capitol

BREAKING | 4,470 views | Feb 20, 2020, 01:03pm

New Mexico Sues Google For Allegedly Spying On Children In Classrooms

Rachel Sandler Forbes Staff

I cover breaking news.

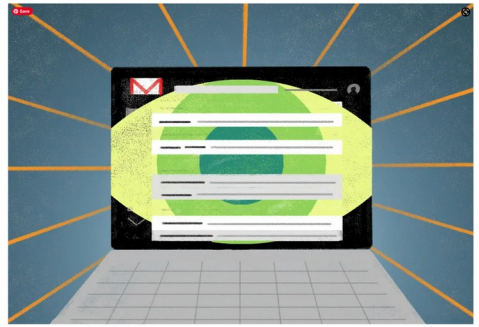
BuzzFeed News

SIGN IN ABOUT US GOT A TIP? BUZZFEED.COM

TECH

Gaggle Knows Everything About Teens And Kids In School

Gaggle monitors the work and communications of almost 5 million students in the US, and schools are paying big money for its services. Hundreds of company documents unveil a sprawling surveillance industrial complex that targets kids who can't opt out.



This is part of a BuzzFeed News package on schools and social media surveillance. Read more here.

For the 1,300 students of Santa Fe High School, participating in school life means producing a digital trail — homework assignments, essays, emails, pictures, creative writing, songs they've written, and chats with friends and classmates.

All of it is monitored by student surveillance service Gaggle, which promises to keep Santa Fe High School kids free from harm.

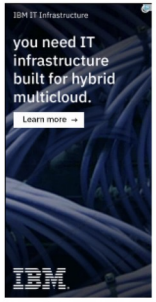
Technology

Colleges are turning students' phones into surveillance machines, tracking the locations of hundreds of thousands

Syracuse University is among the dozens of schools in the United States that use tracking systems to monitor students' academic performance, analyze their conduct or assess their mental health. (Carolyn Thompson/AP)

By Drew Harwell

Dec. 24, 2019 at 5:00 a.m. PST



BUSINESS

The New York Times

Facial Recognition Moves Into a New Front: Schools

A district in New York has adopted the technology in the name of safety. Opponents cite privacy and bias concerns.

Lockport High School in Lockport, N.Y., has adopted a facial recognition system for security. Libby March for The New York Times

By Davey Alba
Feb. 6, 2020

LOCKPORT, N.Y. — Jim Shultz tried everything he could think of to stop facial recognition technology from entering the public schools in Lockport, a small city 20 miles east of Niagara Falls. He posted

CENTER FOR DEMOCRACY & TECHNOLOGY

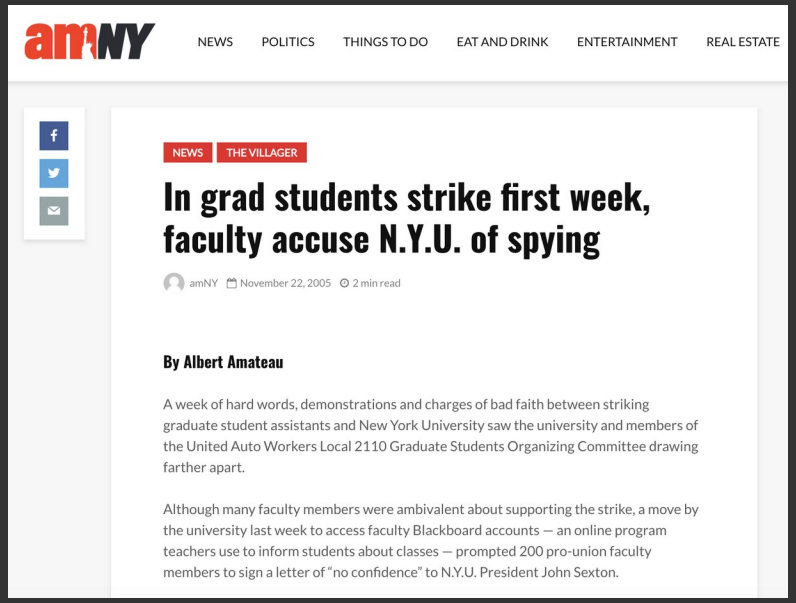
CDT Research, Equity in Civic Technology, Privacy & Data

Report – Hidden Harms: The Misleading Promise of Monitoring Students Online

August 3, 2022 / Elizabeth Laird, Hugh Grant-Chapman, Cody Venzke, Hannah Quay-de la Vallee

https://www.clarionledger.com/story/opinion/columnists/2018/04/12/student-data-mining-scandal-under-our-noses/510261002/

From naosuke ii via Flickr. CC BY 2.0.



amNY NEWS POLITICS THINGS TO DO EAT AND DRINK ENTERTAINMENT REAL ESTATE

NEWS THE VILLAGER

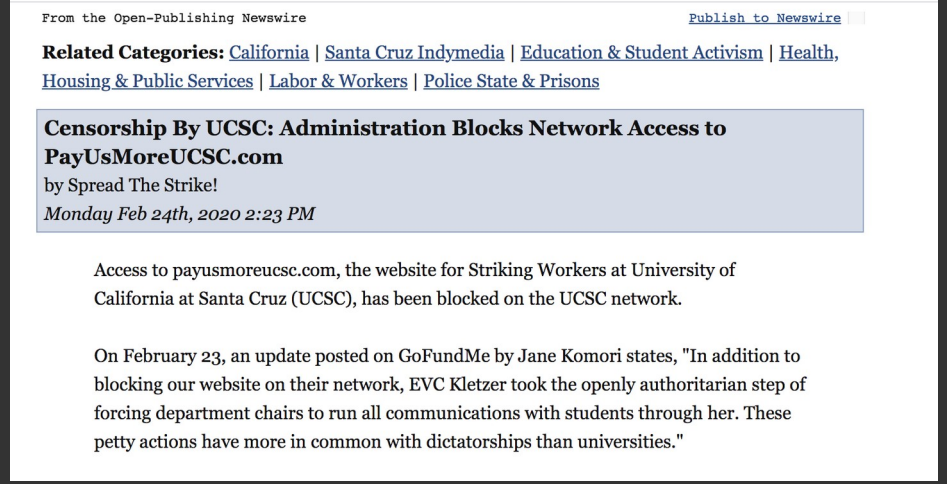
In grad students strike first week, faculty accuse N.Y.U. of spying

amNY November 22, 2005 2 min read

By Albert Amateau

A week of hard words, demonstrations and charges of bad faith between striking graduate student assistants and New York University saw the university and members of the United Auto Workers Local 2110 Graduate Students Organizing Committee drawing farther apart.

Although many faculty members were ambivalent about supporting the strike, a move by the university last week to access faculty Blackboard accounts — an online program teachers use to inform students about classes — prompted 200 pro-union faculty members to sign a letter of "no confidence" to N.Y.U. President John Sexton.



From the Open-Publishing Newswire Publish to Newswire

Related Categories: California | Santa Cruz Indymedia | Education & Student Activism | Health, Housing & Public Services | Labor & Workers | Police State & Prisons

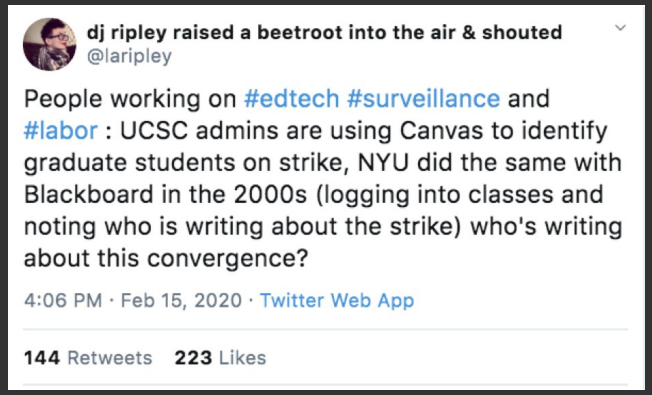
Censorship By UCSC: Administration Blocks Network Access to PayUsMoreUCSC.com

by Spread The Strike!

Monday Feb 24th, 2020 2:23 PM

Access to payusmoreucsc.com, the website for Striking Workers at University of California at Santa Cruz (UCSC), has been blocked on the UCSC network.

On February 23, an update posted on GoFundMe by Jane Komori states, "In addition to blocking our website on their network, EVC Kletzer took the openly authoritarian step of forcing department chairs to run all communications with students through her. These petty actions have more in common with dictatorships than universities."



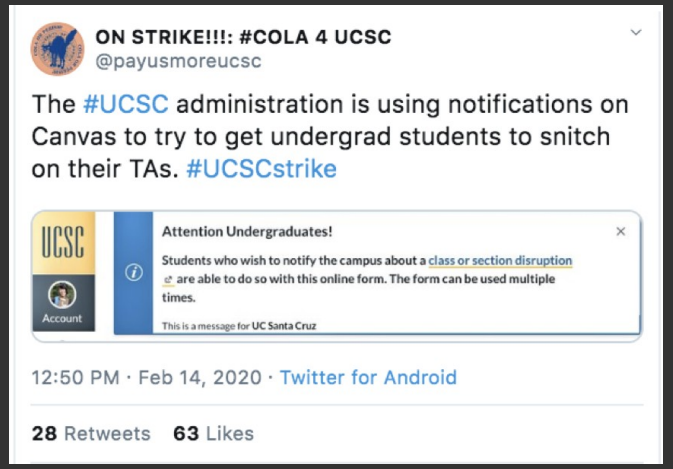
dj ripley raised a beetroot into the air & shouted
@laripley

People working on #edtech #surveillance and #labor : UCSC admins are using Canvas to identify graduate students on strike, NYU did the same with Blackboard in the 2000s (logging into classes and noting who is writing about the strike) who's writing about this convergence?

4:06 PM · Feb 15, 2020 · Twitter Web App

144 Retweets **223** Likes

https://mobile.twitter.com/laripley/status/1228832908720398341



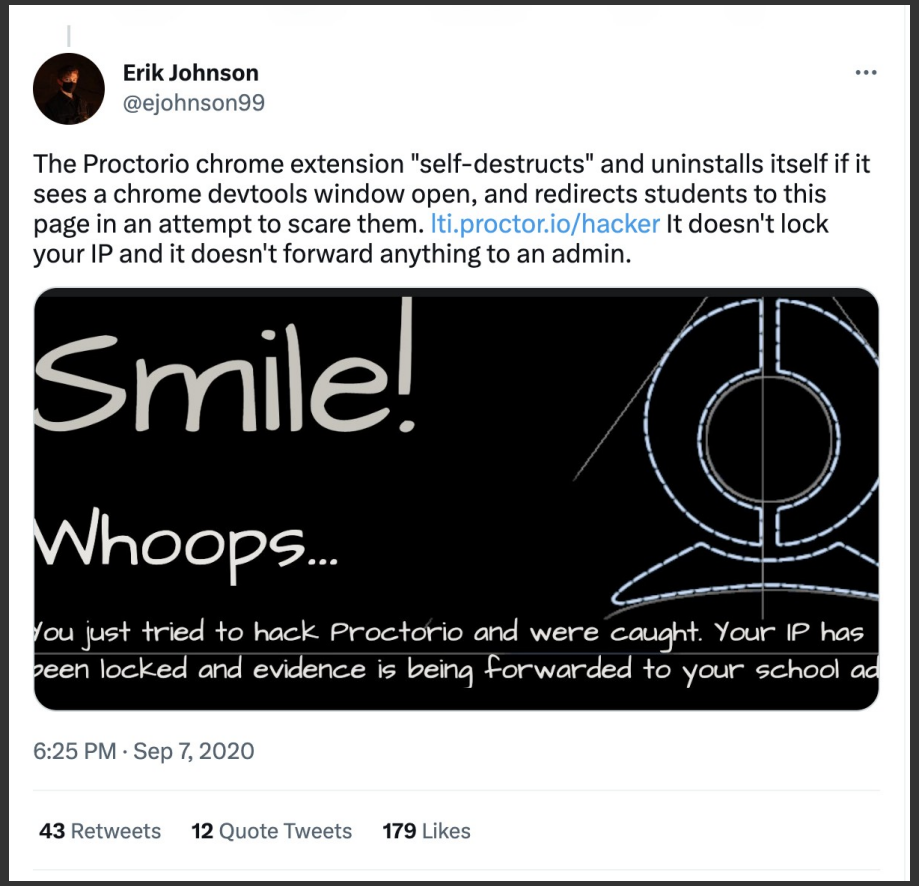
ON STRIKE!!!: #COLA 4 UCSC
@payusmoreucsc

The #UCSC administration is using notifications on Canvas to try to get undergrad students to snitch on their TAs. #UCSCstrike

12:50 PM · Feb 14, 2020 · Twitter for Android

28 Retweets **63** Likes

https://twitter.com/payusmoreucsc/status/1228421194619076608?lang=bg



https://twitter.com/ejohnson99/status/1303142467047485443

‘I’m afraid’: critics of anti-cheating technology for students hit by lawsuits

New technology meant to detect cheating by students taking tests at home could invade privacy, raise anxiety and be discriminatory

by Zoë Corbyn

In 2020, a Canadian university employee named Ian Linkletter became increasingly alarmed by a new kind of technology that was exploding in use with the pandemic. It was meant to detect cheating by college and high-school students taking tests at home, and claimed to work by watching students’ movements and analyzing sounds around them through their webcams and microphones to automatically flag suspicious behavior.

So Linkletter accessed a section of the website of one of the anti-cheating companies, named Proctorio, intended only for instructors and administrators. He shared what he found on social media.

https://www.theguardian.com/us-news/2022/aug/26/anti-cheating-technology-students-tests-proctorio

Eric E Castro via Flickr. CC BY-SA 2.0

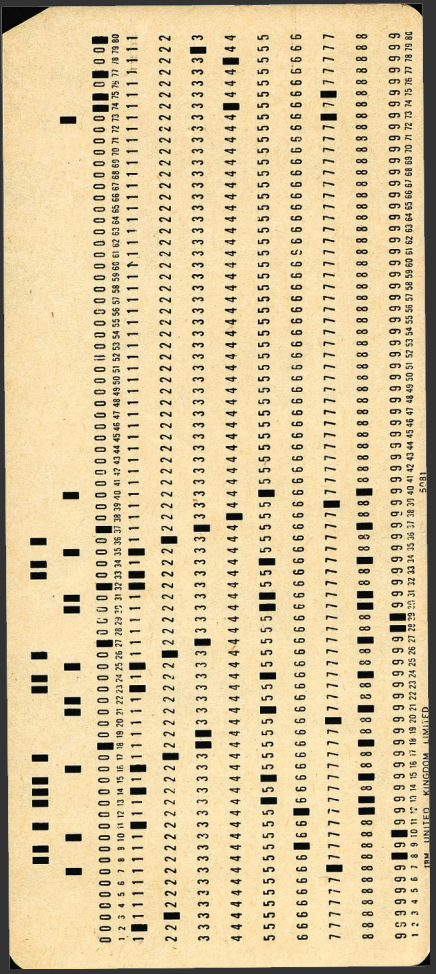
One of the things that built Apple II's was schools buying Apple II's.

--Steve Jobs

The Apple II Computer on display at the Museum Of The Moving Image in New York City. By Marcin Wichary. CC by 2.0.

Video of Mario Savio
“Bodies Upon the Gears”
UC Berkeley -- December 2, 1964

https://invidious.snopyta.org/watch?v=lsO_SlA7E8k



Via Pete Birkinshaw on Wikimedia Commons. CC BY 2.0

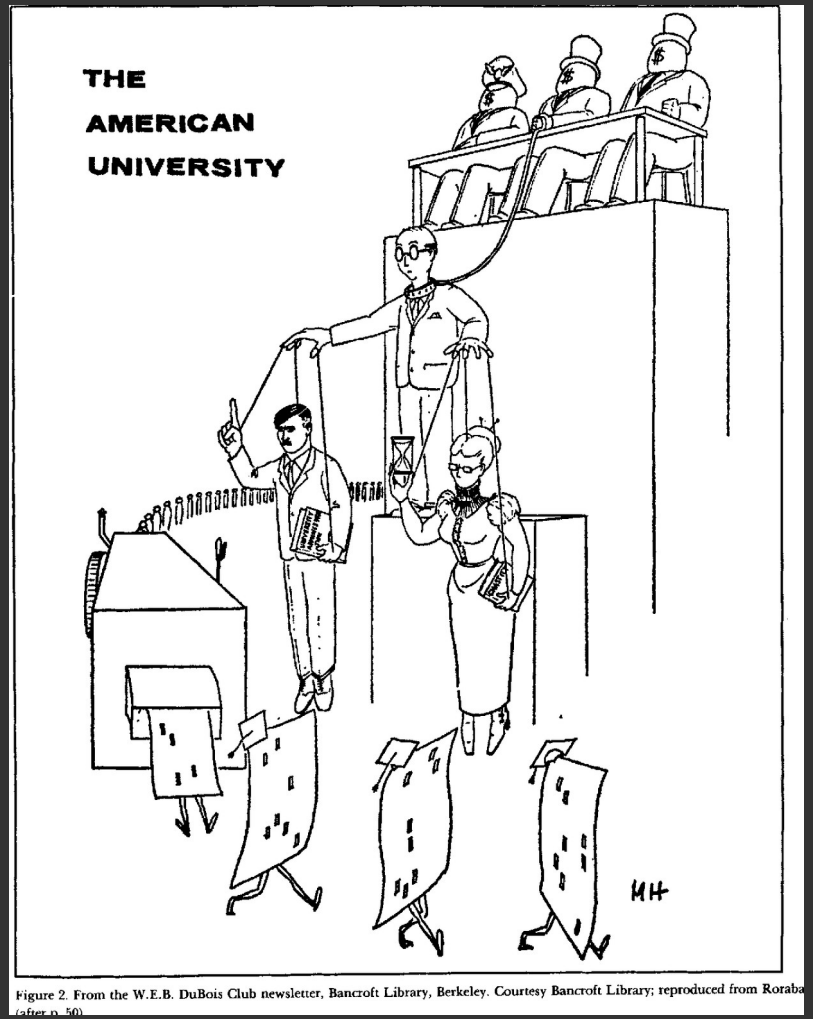


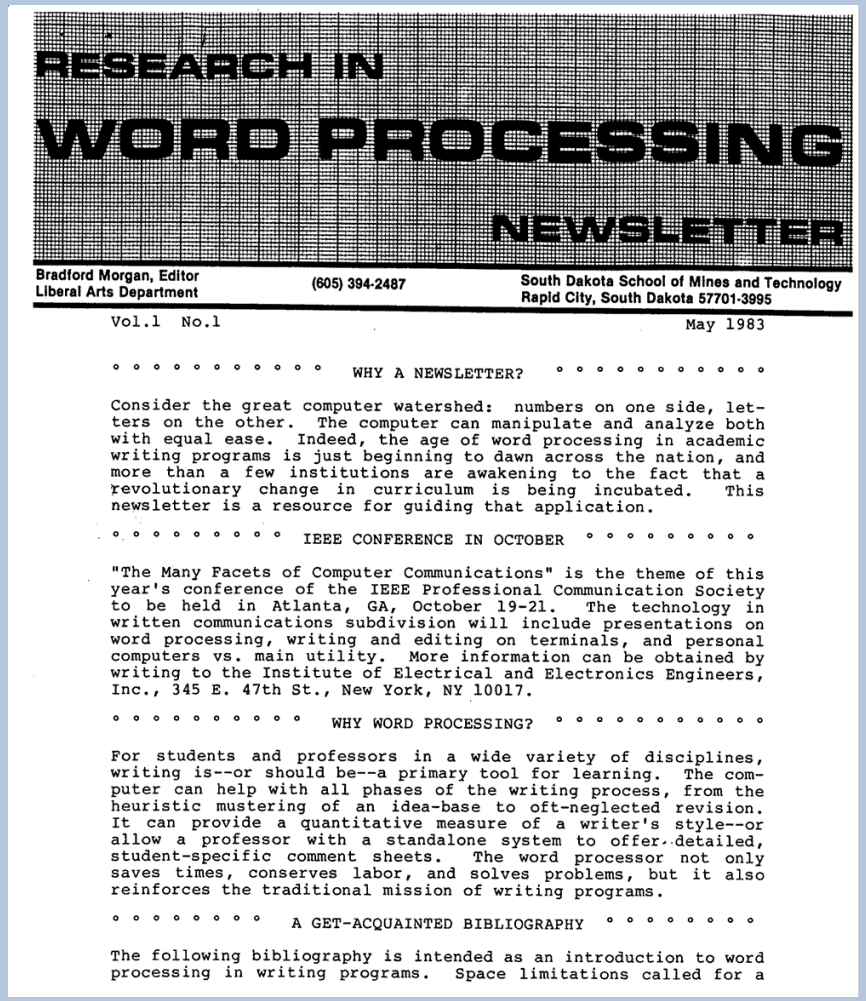
Figure 2. From the W.E.B. DuBois Club newsletter, Bancroft Library, Berkeley. Courtesy Bancroft Library; reproduced from Roraba
(after p. 50)

From the W.E.B. DuBois Club newsletter, Bancroft Library, Berkeley via Lubar, Steven D.. ""Do Not Fold, Spindle or Mutilate": A Cultural History the Punch Card." The Journal of American Culture 15 (1992): 43-55.

Dusty Miller and other students with STRIKE and FSM cards by Helen Nestor (1964). Via Oakland Museum of California.

CC0 Public Domain

First “Research in Word Processing” newsletter (1983)



RESEARCH IN
WORD PROCESSING
NEWSLETTER

Bradford Morgan, Editor
Liberal Arts Department
(605) 394-2487
South Dakota School of Mines and Technology
Rapid City, South Dakota 57701-3995

Vol.1 No.1 May 1983

WHY A NEWSLETTER?

Consider the great computer watershed: numbers on one side, letters on the other. The computer can manipulate and analyze both with equal ease. Indeed, the age of word processing in academic writing programs is just beginning to dawn across the nation, and more than a few institutions are awakening to the fact that a revolutionary change in curriculum is being incubated. This newsletter is a resource for guiding that application.

IEEE CONFERENCE IN OCTOBER

"The Many Facets of Computer Communications" is the theme of this year's conference of the IEEE Professional Communication Society to be held in Atlanta, GA, October 19-21. The technology in written communications subdivision will include presentations on word processing, writing and editing on terminals, and personal computers vs. main utility. More information can be obtained by writing to the Institute of Electrical and Electronics Engineers, Inc., 345 E. 47th St., New York, NY 10017.

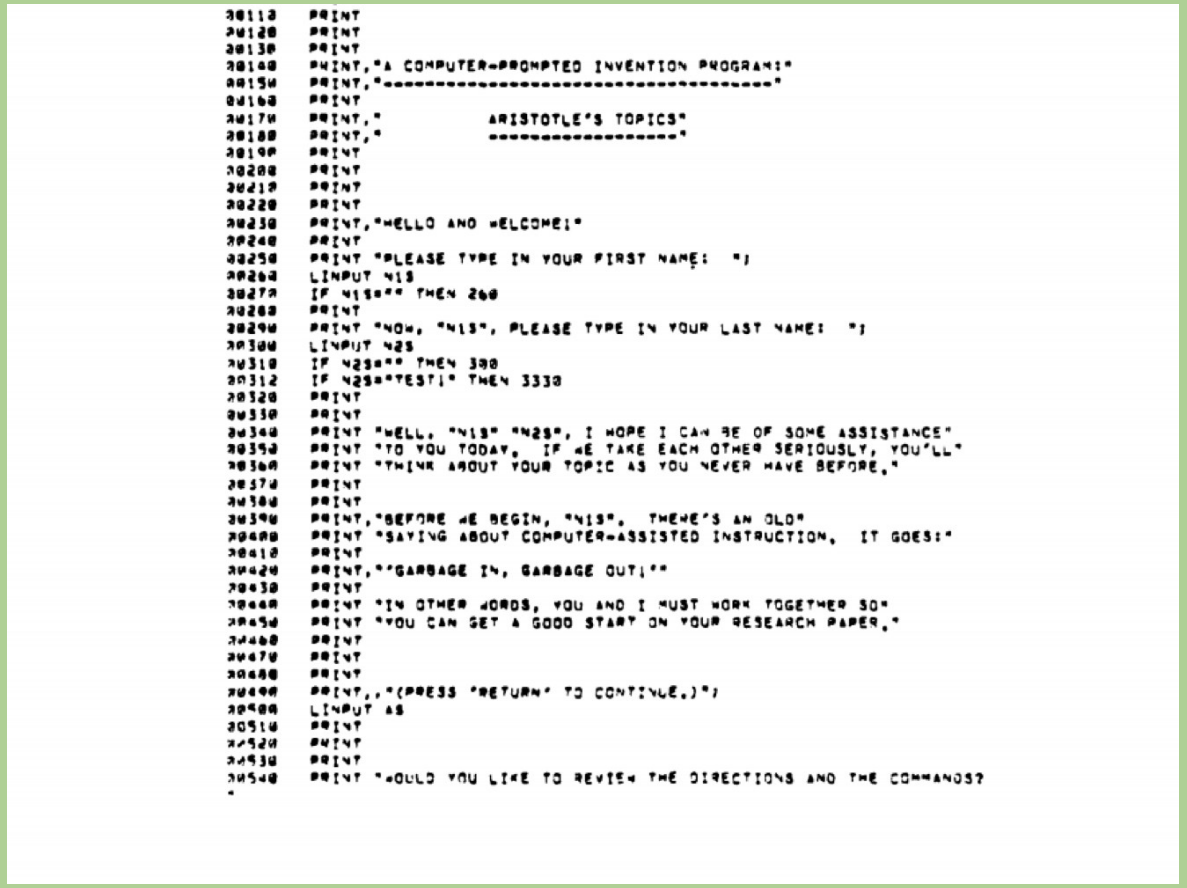
WHY WORD PROCESSING?

For students and professors in a wide variety of disciplines, writing is--or should be--a primary tool for learning. The computer can help with all phases of the writing process, from the heuristic mustering of an idea-base to oft-neglected revision. It can provide a quantitative measure of a writer's style--or allow a professor with a standalone system to offer detailed, student-specific comment sheets. The word processor not only saves times, conserves labor, and solves problems, but it also reinforces the traditional mission of writing programs.

A GET-ACQUAINTED BIBLIOGRAPHY

The following bibliography is intended as an introduction to word processing in writing programs. Space limitations called for a

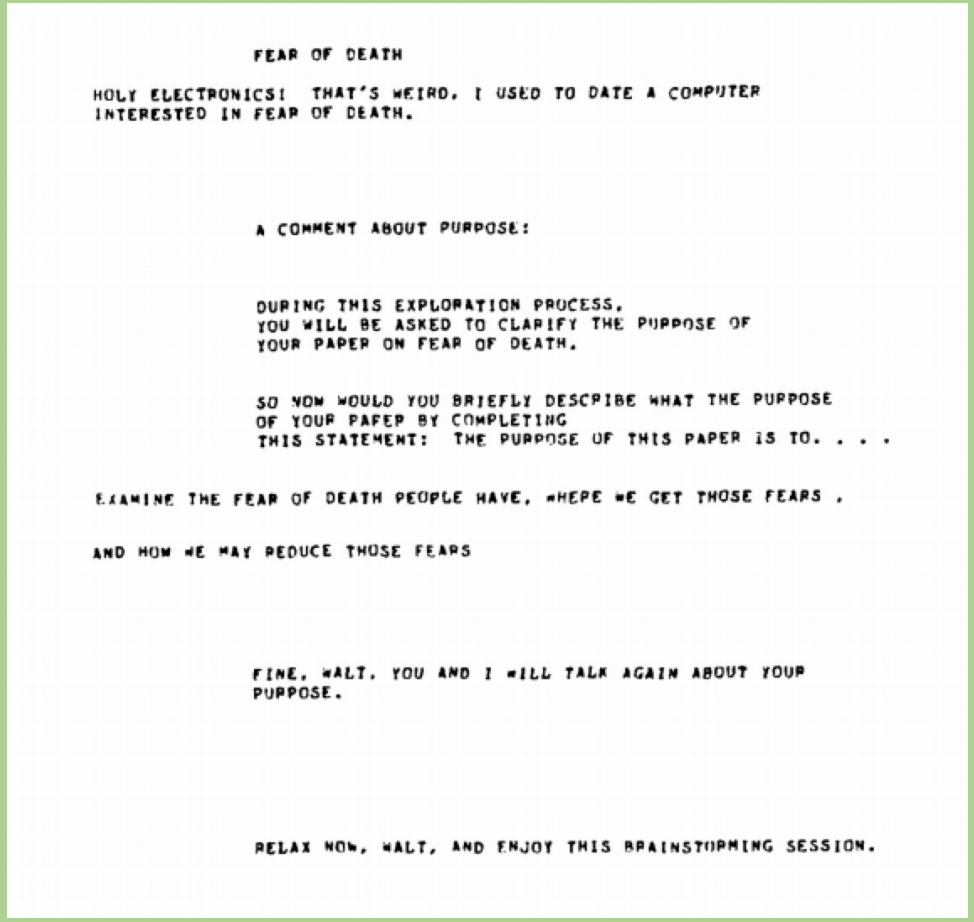
Hugh Burns' 1979 Aristotelian inspired writing program



```
100110   PRINT
100120   PRINT
100130   PRINT
100140   PRINT,"A COMPUTER-PROMPTED INVENTION PROGRAM!"
100150   PRINT,"-------------------------------------"
100160   PRINT
100170   PRINT,"          ARISTOTLE'S TOPICS"
100180   PRINT,"          ------------------"
100190   PRINT
100200   PRINT
100210   PRINT
100220   PRINT
100230   PRINT,"HELLO AND WELCOME!"
100240   PRINT
100250   PRINT "PLEASE TYPE IN YOUR FIRST NAME:  ";
100260   LINPUT N1$
100270   IF N1$="" THEN 260
100280   PRINT
100290   PRINT "NOW, "N1$", PLEASE TYPE IN YOUR LAST NAME:  ";
100300   LINPUT N2$
100310   IF N2$="" THEN 300
100312   IF N2$="TEST!" THEN 3330
100320   PRINT
100330   PRINT
100340   PRINT "WELL, "N1$" "N2$", I HOPE I CAN BE OF SOME ASSISTANCE"
100350   PRINT "TO YOU TODAY.  IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL"
100360   PRINT "THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE."
100370   PRINT
100380   PRINT
100390   PRINT,"BEFORE WE BEGIN, "N1$",  THERE'S AN OLD"
100400   PRINT "SAYING ABOUT COMPUTER-ASSISTED INSTRUCTION,  IT GOES:"
100410   PRINT
100420   PRINT,"'GARBAGE IN, GARBAGE OUT!'"
100430   PRINT
100440   PRINT "IN OTHER WORDS, YOU AND I MUST WORK TOGETHER SO"
100450   PRINT "YOU CAN GET A GOOD START ON YOUR RESEARCH PAPER."
100460   PRINT
100470   PRINT
100480   PRINT
100490   PRINT,,"(PRESS 'RETURN' TO CONTINUE.)";
100500   LINPUT A$
100510   PRINT
100520   PRINT
100530   PRINT
100540   PRINT "WOULD YOU LIKE TO REVIEW THE DIRECTIONS AND THE COMMANDS?
```

From Hugh Burns' dissertation "Simulating Rhetorical invention in English Composition Through Computer-Assisted Instruction"

Hugh Burns' 1979 Aristotelian inspired writing program



FEAR OF DEATH

HOLY ELECTRONICS! THAT'S WEIRD. I USED TO DATE A COMPUTER INTERESTED IN FEAR OF DEATH.

A COMMENT ABOUT PURPOSE:

DURING THIS EXPLORATION PROCESS,
YOU WILL BE ASKED TO CLARIFY THE PURPOSE OF
YOUR PAPER ON FEAR OF DEATH.

SO NOW WOULD YOU BRIEFLY DESCRIBE WHAT THE PURPOSE
OF YOUR PAPER BY COMPLETING
THIS STATEMENT: THE PURPOSE OF THIS PAPER IS TO. . . .

EXAMINE THE FEAR OF DEATH PEOPLE HAVE, WHERE WE GET THOSE FEARS ,

AND HOW WE MAY REDUCE THOSE FEARS

FINE, WALT. YOU AND I WILL TALK AGAIN ABOUT YOUR
PURPOSE.

RELAX NOW, WALT, AND ENJOY THIS BRAINSTORMING SESSION.

From Hugh Burns' dissertation "Simulating Rhetorical invention in English Composition Through Computer-Assisted Instruction"

Jason Orendoff's recreation of Hugh Burn's Topoi

Aristotle's Topics

Hugh Burns
Release 1

IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE.

Story File (Blorb, 683KB)
Source Text (link)
Play In-Browser (link)

Aristotle's Topics was created with Inform and has IFID 78FCAB04-80D5-46AF-94F9-77D1C9B3A7FC. To play a work like this one, you need an interpreter program: many are available, among them Gargoyle for Mac OS X or Windows; Windows Frotz or Windows Glulxe for Windows. Or you can play without downloading anything by following the 'Play In-Browser' link, using the Quixe interpreter. You'll need to have Javascript enabled on your web browser.

Aristotle's Topics

Home page

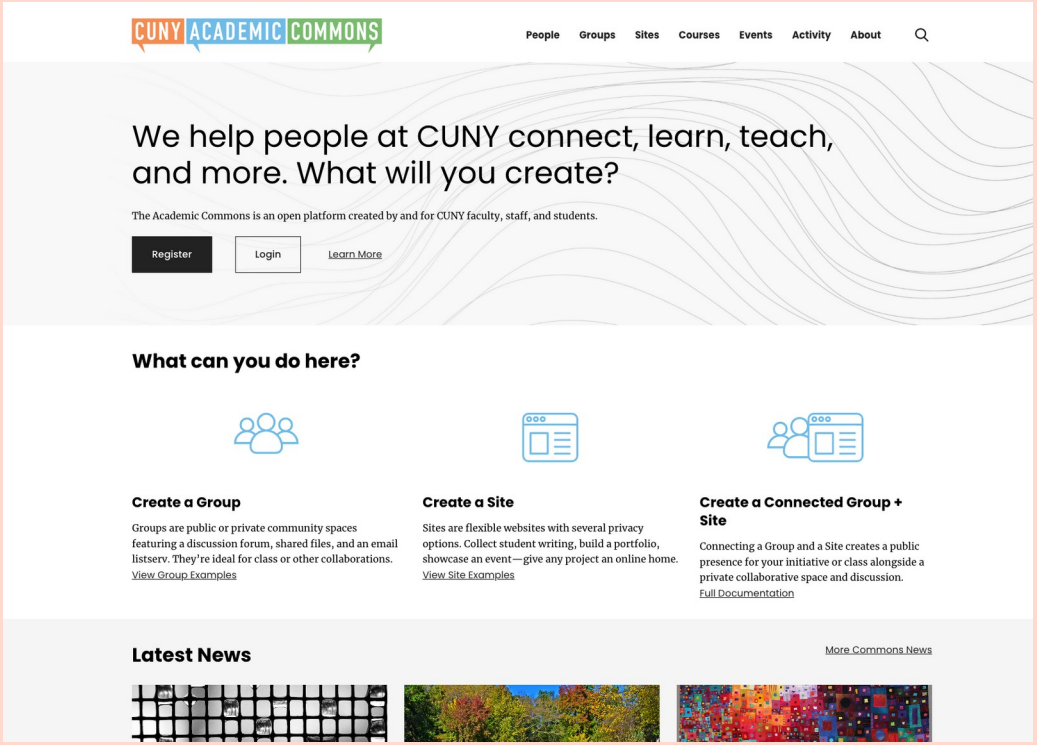
```
                    ------------------------------------

                              ARISTOTLE'S TOPICS
                              ------------------



                              HELLO AND WELCOME!

PLEASE TYPE IN YOUR FIRST NAME:  otto

NOW, OTTO, PLEASE TYPE IN YOUR LAST NAME:  magnificent


WELL, OTTO MAGNIFICENT, I HOPE I CAN BE OF SOME ASSISTANCE
TO YOU TODAY.  IF WE TAKE EACH OTHER SERIOUSLY, YOU'LL
THINK ABOUT YOUR TOPIC AS YOU NEVER HAVE BEFORE.


                    BEFORE WE BEGIN, OTTO,  THERE'S AN OLD
SAYING ABOUT COMPUTER-ASSISTED INSTRUCTION,  IT GOES:

                    "GARBAGE IN, GARBAGE OUT!"

IN OTHER WORDS, YOU AND I MUST WORK TOGETHER SO
YOU CAN GET A GOOD START ON YOUR RESEARCH PAPER.
```

Inform 7 (v. 2.1.2)

(PRESS "RETURN" TO CONTINUE.)

Play in browser here: https://jorendorff.github.io/topoi/play.html

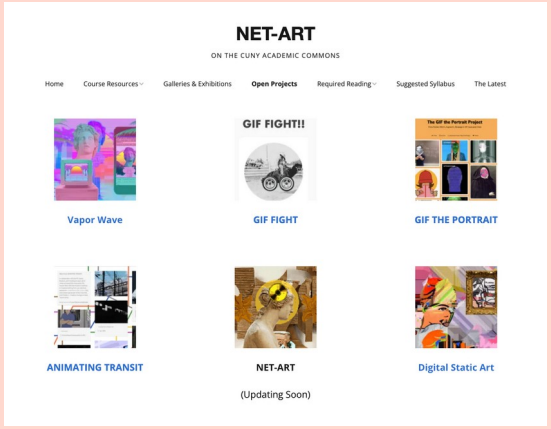
Phil Richers via Flickr. CC BY-ND 2.0

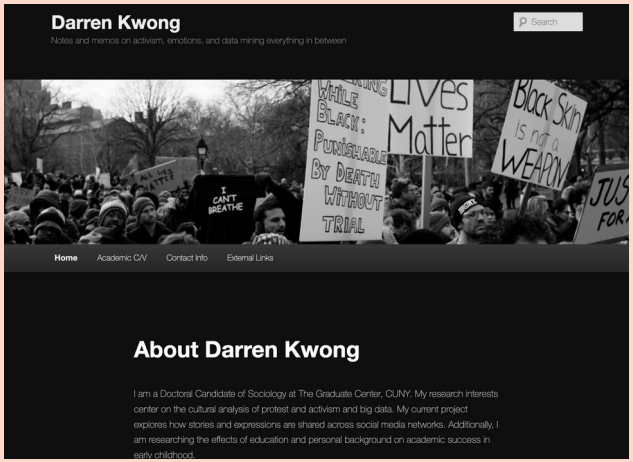


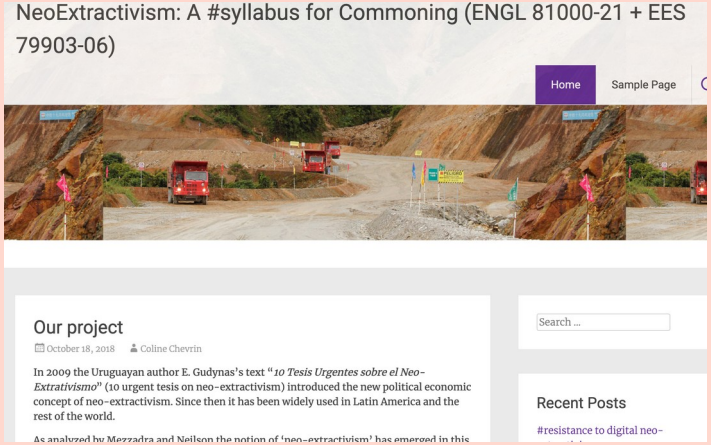
CUNY Academic Commons

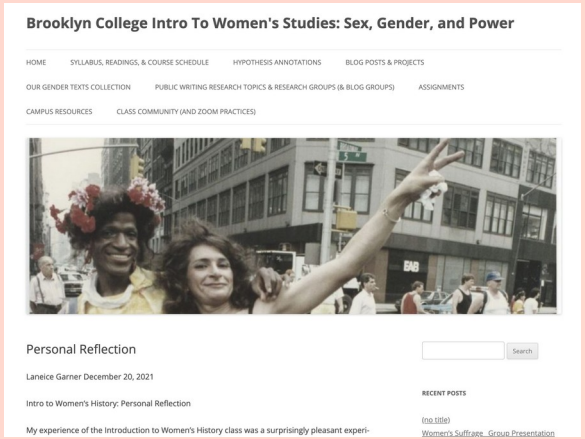
- **Serves 25 colleges across all five boroughs of New York City.**
- **Open to 243,000 students enrolled each year.**
- **Has over 41,000 members, hosts almost 25,000 sites and 2,000 groups, 2,300 courses.**

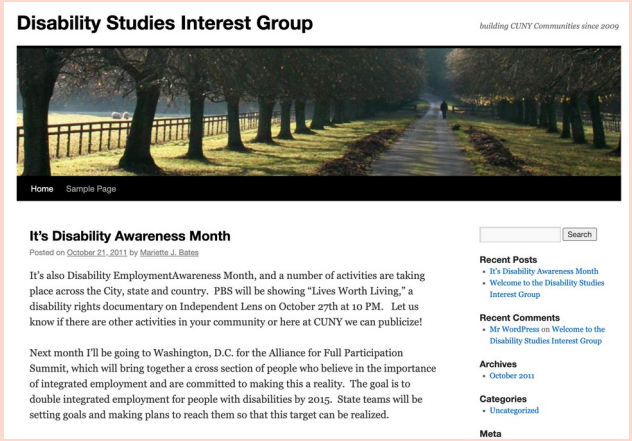
Example sites on the CUNY Academic Commons

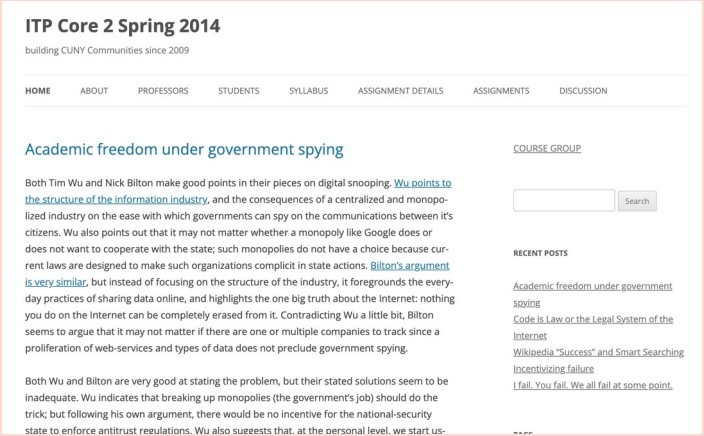












THE NORTH WIND
AND THE SUN

Photo of public domain illustration by janwillemsen via Flickr. CC BY-NC-SA 2.0.

Social Paper

A platform for networking student writing and feedback
Developed with Commons in a Box at CUNY Graduate Center

Why we need Social Paper

Erin Glass

Public Paper

Published on December 11, 2015
Tags: collaboration, peer pedagogy, public pedagogy, social paper, student writing

Every year, enough papers are written by American students to almost reach the *moon*. And if one considers student writing globally, that distance expands beyond imagination. 2

I want you picture this enormous chain of words stretching from earth and into outer space, and then I want you to ask yourself *who* is reading that writing. I want you to ask what we learn about the practical power of speech when we practice speaking to nobody.

I think of the many Graduate Center students with whom I have worked with and admired for years, and I think of the many other students with whom I have shared classrooms and teachers, passions and frustrations, since my first day of college so many years ago. I think of these students and wonder, why do I know so much about where they ate last night, or which cat video they watched this morning, or their immediate reaction to any one of the day's events, yet I do not know what they struggled to reflect upon and express in their own part of that great chain to the moon. Why is this part of their intellectual activity given no dignified space to be shared?

The audience of student writing. Credit: Ph.D. Comics

In an age when "sharing" is as easy as pushing a button, my colleague Austin Bailey can still say, "student writing has got to be one of the most capacious and most read genres of literature out there, *yet it so infrequently sees the light of day*." We may say that genre is capacious, as it occupies a vast portion of the energies and aspirations of students as well as the labor of those whom are employed evaluate it. Yet it is also hidden, as from the moment of its composition, student writing never has a chance to shine, or rather, to attract an authentic public.

STUDENT WRITING AS A *WASTE PRODUCT*

Student writing, then, is a **waste product,** a valueless byproduct in the production of literate citizens.

I think of the people—how many thousands?— that were rejected from Ph.D. programs this year, that were rejected last year, that will be rejected next year. I think of their hunger to find a space and a culture which promotes the practice and exchange of reflective thought. I think of the memes that they shared, and the posts that they liked, and the waste product of student writing that never showed up on their feeds. The university jealously guards its monopoly of intellectual activity while that activity becomes increasingly disconnected from life. It is the university, however, that will pay most dearly if it does not struggle to welcome the public into the soul of its intellectual process. There is no reason that the enormous energies of student writing, once conscious of its collective power, could not be directed to this pressing need and unleash itself into public conversation.

We must note, that this disconnect is occuring — still, somehow — amongst widespread, emerging enthusiasm for forms of peer and public pedagogy. Through the brave and experimental efforts of our students and our educators, we have come to feel the great promise that the *collaborative*, the *social*

Erin Glass
December 11, 2015 at 3:21 pm

@jojokarlin what do you think?

Reply

Jojo Karlin
December 12, 2015 at 10:51 am

Astronomical! I might move the "almost" for the sake of unsplitting infinitives.

Reply

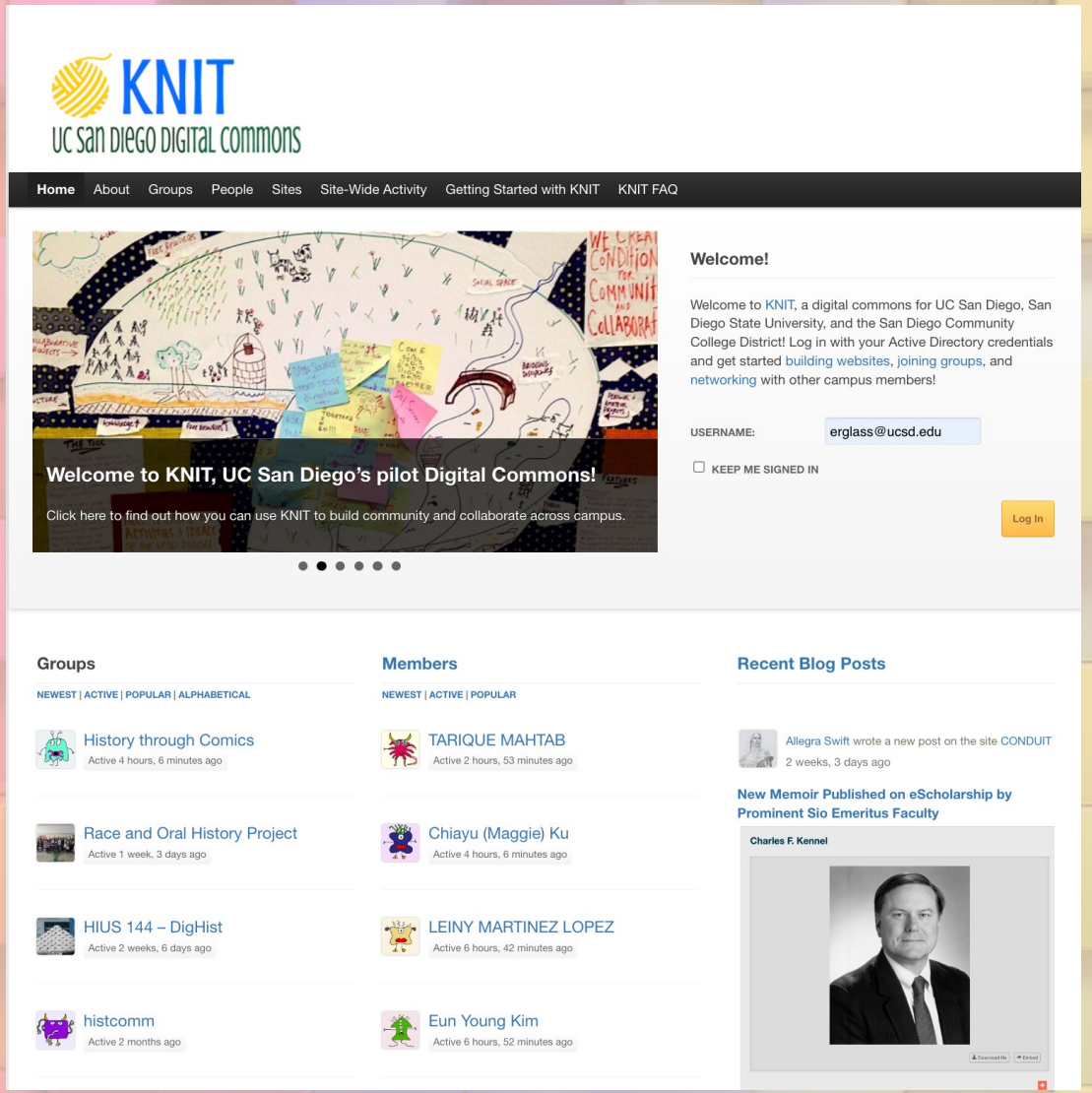
Name *

Email *

Website

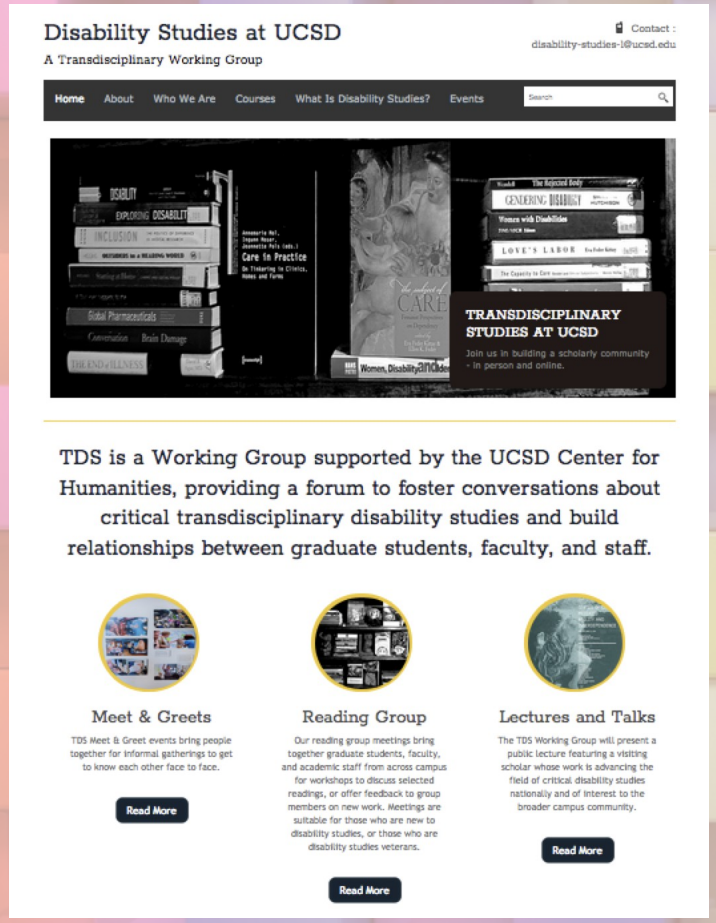
Post Comment

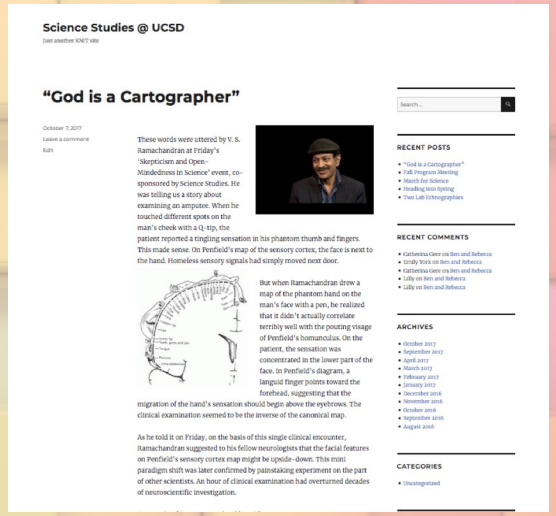
Cancel



KNIT

- **A digital commons for higher education in San Diego**
- **Serves 5 universities and community colleges across San Diego (UCSD, SDSU, and San Diego Community College District)**
- **More than 3,200 members, 92 groups, and 100 sites**





Research projects

TELL US HOW UC IT

A Living Archive for Student Activism at UC San Diego

Type Search Term...

Home | Our Story | Exhibit 2017 | Timeline | Resources | Other Projects | News

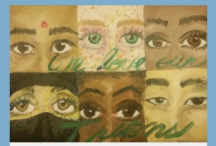
To foster and contextualize conversations regarding incidents targeting specific underrepresented groups on our campus, the UC San Diego Library created Tell Us How UC It: A Living Archive. It is an alternative way to highlight awareness, provide a space for dialogue, document and preserve the events related to student activism at UC San Diego.

Tell Us How UC It: A Living Archive debuted on February 1, 2017 with a physical exhibit and a panel discussion on student activism. Each component of the original exhibit is compiled into this online exhibit.

HISTORY OF STUDENT ACTIVISM TIMELINE

Presents events and incidents from UC San Diego's history (and in some cases, history in general) that affected the campus climate for students in such a way that they were compelled to act or react.

STUDENT PERSPECTIVES



Creative works by students, during the time of the project, that offer an in-the-moment expression of community sentiments and experiences.

EXHIBIT FEEDBACK

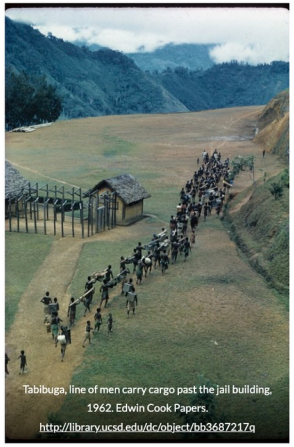
In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.

PHYSICAL EXHIBIT

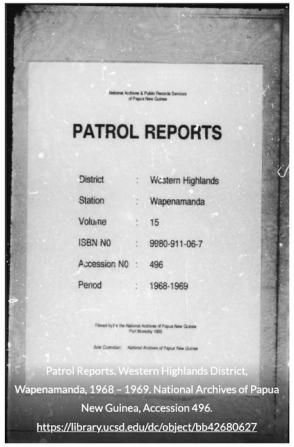
Images of the original temporary exhibit, video of the panel event of former student activists who still work on campus, and materials from the subsequent workshop, From Crisis to Change: How to Organize for Action.

Patrolling the Past to Explore the (de)Colonial Gaze

Who controls knowledge? How is indigenous knowledge shared, preserved, and maintained?



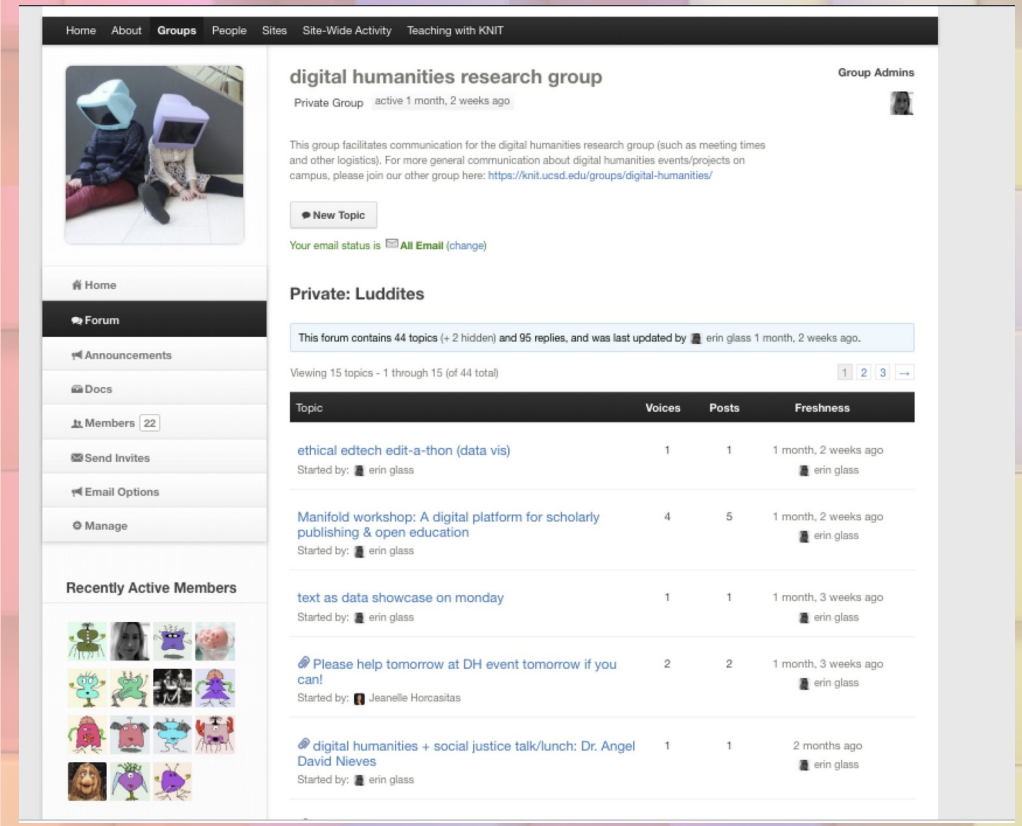
Tabibuga, line of men carry cargo past the jail building, 1962. Edwin Cook Papers. http://library.ucsd.edu/dc/object/bb3687217q

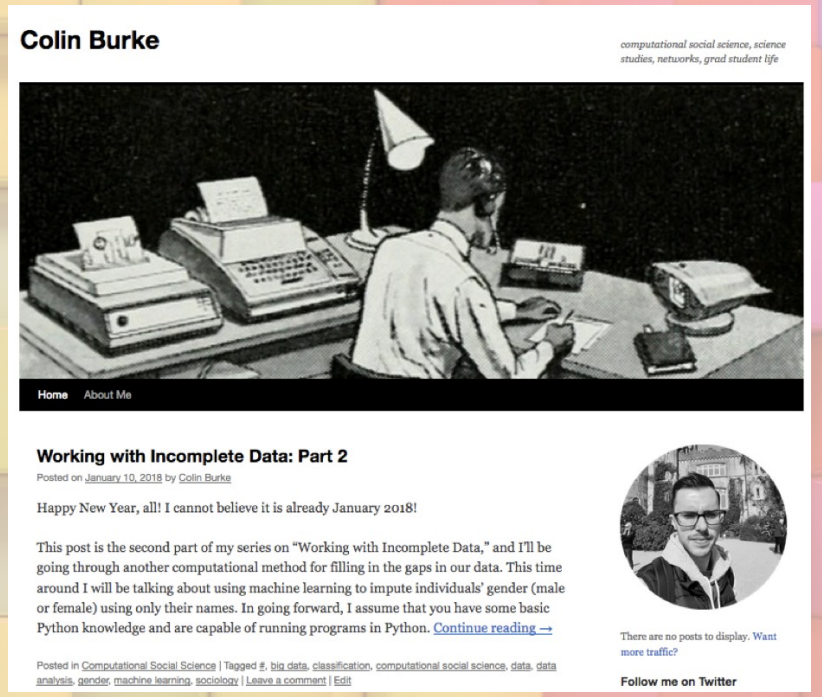


Patrol Reports. Western Highlands District, Wapenamanda, 1968 – 1969. National Archives of Papua New Guinea, Accession 496. https://library.ucsd.edu/dc/object/bb42680627

Through an examination of the recently-digitized Papua New Guinea Patrol Reports in the Melanesian Archive at the UC San Diego Library, students dive into first-hand accounts from the post-

Public archives





Collaborative tools

Academic blogs

RACE AND ORAL HISTORY PROJECT

A STUDENT-CENTERED COLLABORATIVE INITIATIVE AT UC SAN DIEGO

UC San Diego

HOME | ABOUT | LOCAL PARTNERS | STUDENT RESOURCES | PARTICIPANT REFLECTIONS | ORAL HISTORIES | CONTACT

STUDENTS DOCUMENT SAN DIEGO'S DIVERSE HISTORIES

UC San Diego's brand new Race and Oral History Project gives students a central role in documenting the histories of the diverse communities that make up our city.

Students will contribute to expanding archives on race and ethnic communities in San Diego with the primary goal of capturing stories of individuals who might not otherwise appear in the historical record. The digitized oral history collection will serve as a repository that safeguards the life stories of ordinary San Diegans, leaving an important legacy for future generations. The project aims to help establish and maintain strong connections between UCSD students and its surrounding communities while imparting important digital literacy skills to participating students.

READ MORE →

Locally-engaged education

The Race and Oral History Project (ROHP) is a multi-faceted curricular experience for undergraduates to engage the history and contemporary life of understudied racial and ethnic communities in San Diego. The brand new undergraduate course will focus on the intersection of history, memory and life story narratives and the history of race in San Diego.

Oral history & digital training

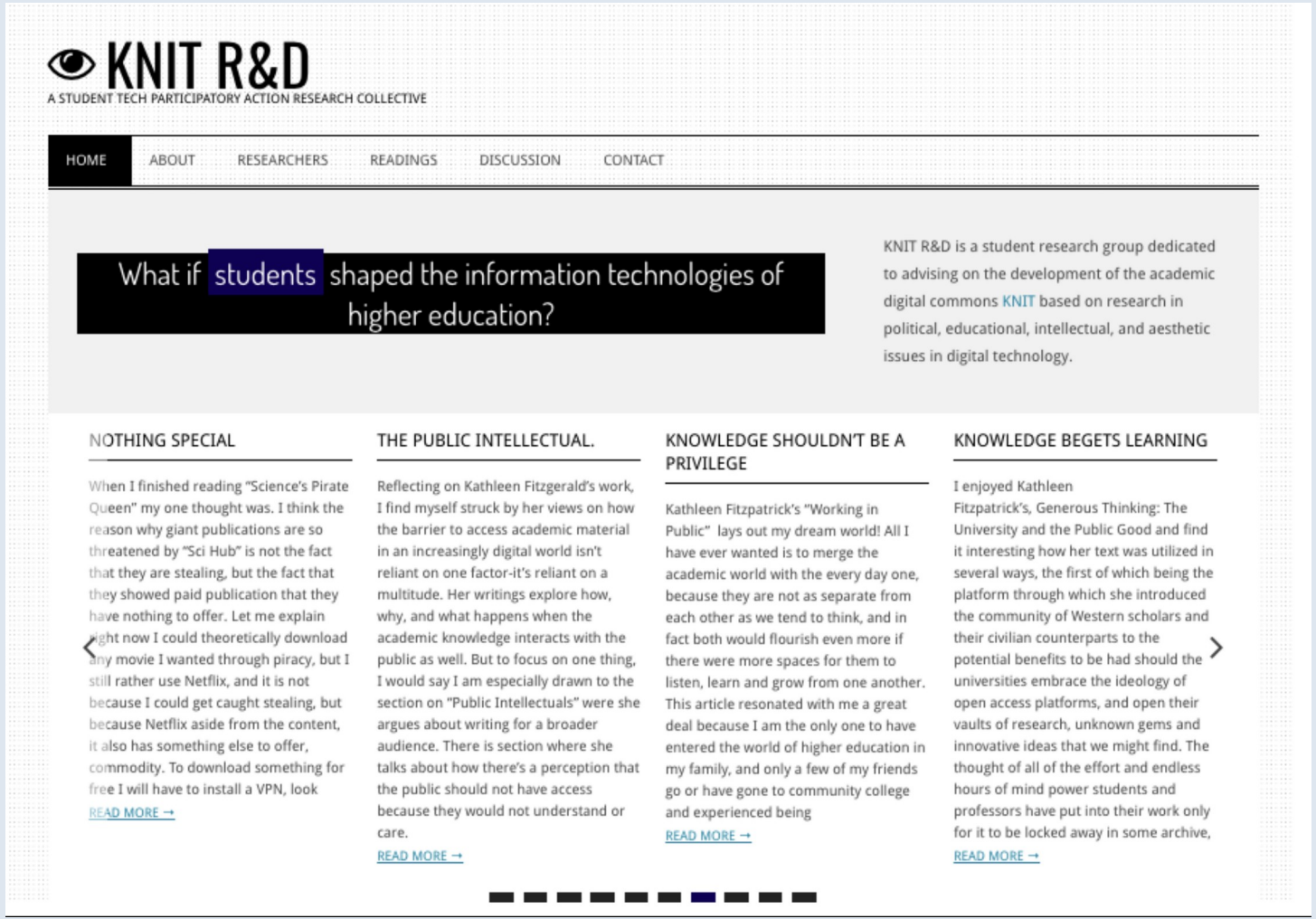
Students will be trained in oral history method, theory, and interpretation as well as in digital literacy skills to help them share their reflections with the public and future potential participants. Students will work closely with the instructor in selecting and contacting interview subjects, organizing the interviews, and preserving and presenting the oral histories.

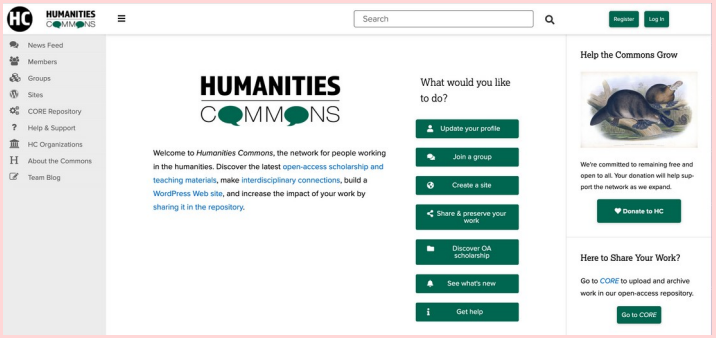
Preservation

The primary outcome of the course is to produce a collection of oral history interviews in audio and/or video format to be archived at the Geisel Library and made publicly available online. Students will work with library and technology specialists to preserve the collection of oral histories in the Library for future scholarship on San Diego.

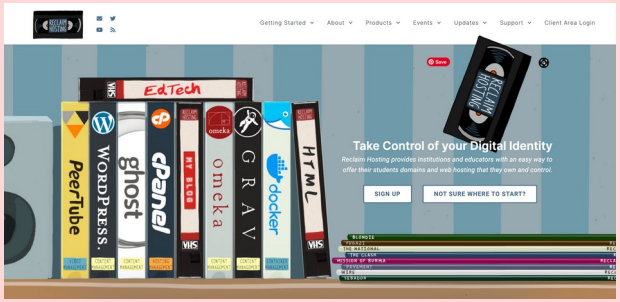
Public Humanities

Our goal is to inspire students to consider how what they learn on campus is applied or experienced off campus and, in turn, how the histories of racial and ethnic communities in San Diego have much to offer all of us. A capstone event will bring together students, faculty, staff, and community members involved in the project to view public presentations and discuss future growth of the project.

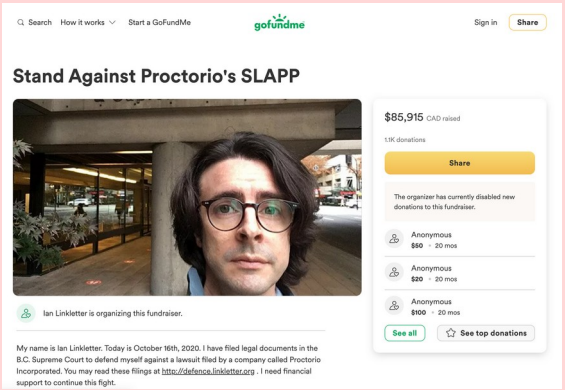

KNIT R&D
A STUDENT TECH PARTICIPATORY ACTION RESEARCH COLLECTIVE
HOME
ABOUT
RESEARCHERS
READINGS
DISCUSSION
CONTACT
What if students shaped the information technologies of higher education?
KNIT R&D is a student research group dedicated to advising on the development of the academic digital commons KNIT based on research in political, educational, intellectual, and aesthetic issues in digital technology.
NOTHING SPECIAL
When I finished reading "Science's Pirate Queen" my one thought was. I think the reason why giant publications are so threatened by "Sci Hub" is not the fact that they are stealing, but the fact that they showed paid publication that they have nothing to offer. Let me explain right now I could theoretically download any movie I wanted through piracy, but I still rather use Netflix, and it is not because I could get caught stealing, but because Netflix aside from the content, it also has something else to offer, commodity. To download something for free I will have to install a VPN, look
READ MORE →
THE PUBLIC INTELLECTUAL.
Reflecting on Kathleen Fitzgerald's work, I find myself struck by her views on how the barrier to access academic material in an increasingly digital world isn't reliant on one factor-it's reliant on a multitude. Her writings explore how, why, and what happens when the academic knowledge interacts with the public as well. But to focus on one thing, I would say I am especially drawn to the section on "Public Intellectuals" were she argues about writing for a broader audience. There is section where she talks about how there's a perception that the public should not have access because they would not understand or care.
READ MORE →
KNOWLEDGE SHOULDN'T BE A PRIVILEGE
Kathleen Fitzpatrick's "Working in Public" lays out my dream world! All I have ever wanted is to merge the academic world with the every day one, because they are not as separate from each other as we tend to think, and in fact both would flourish even more if there were more spaces for them to listen, learn and grow from one another. This article resonated with me a great deal because I am the only one to have entered the world of higher education in my family, and only a few of my friends go or have gone to community college and experienced being
READ MORE →
KNOWLEDGE BEGETS LEARNING
I enjoyed Kathleen Fitzpatrick's, Generous Thinking: The University and the Public Good and find it interesting how her text was utilized in several ways, the first of which being the platform through which she introduced the community of Western scholars and their civilian counterparts to the potential benefits to be had should the universities embrace the ideology of open access platforms, and open their vaults of research, unknown gems and innovative ideas that we might find. The thought of all of the effort and endless hours of mind power students and professors have put into their work only for it to be locked away in some archive,
READ MORE →



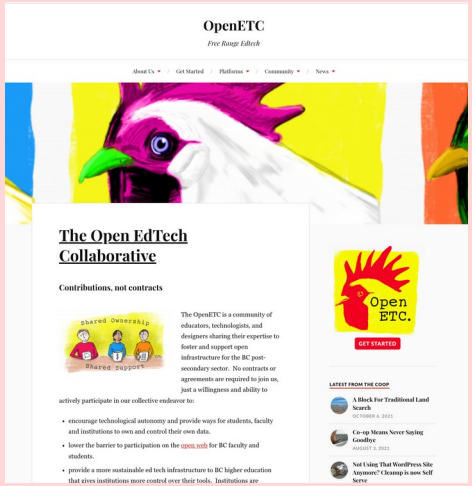
Humanities Commons
Hcommons.org



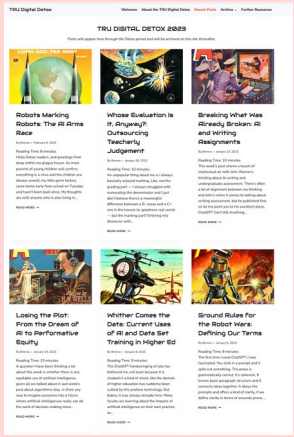
Reclaim Hosting
Reclaimhosting.com



Community support for edtech critics



Open Edtech Collaborative
Opened.ca



TRU Digital Detox
digitaldetox.trubox.ca/

Gregory Donovan
mydigitalfootprint.org/dissertation

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“Touch Points” by Dianne Twombley. Permission granted by the artist. www.diannetwombley.net.

thank you!