

Losing The Human Connection

Tech-Takeovers in Our Schools

<https://wrenchinthegears.com>

Community Control

BUILT TO LAST: THE SPRINGFIELD EMPOWERMENT ZONE PARTNERSHIP, SPRINGFIELD, MASSACHUSETTS



This article is part of a Bridgespan Group research project that focuses on exploring the design features of "Innovation Zones" around the country including efforts in Springfield and In Denver where Empower served as a design and launch partner.

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Hostile Takeovers

Of Low Scoring Schools

Fragmenting
Knowledge and Social Relations

Loss of Autonomy

Narrowed Curriculum

Isolation

Ed Reform 2.0 is a Social Justice Issue

Lack of Agency

Targeting Innovation/Empowerment Zone Schools

Tracking Into Low Wage Jobs

Child Labor in Work-Based Settings

Behavioral Conditioning Negative Reinforcement

Unpaid Digital Labor
Students / Teachers Generate Data/Value
For Tech / Broadband / Cloud-Based Computing Companies

Weaponized Algorithms

The Fun They Had

Isaac Asimov, 1951

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today, Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to--on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic." "What's it about?" "School."

Margie was scornful. "School? What's there to write about school? I hate school." Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked.

That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.

"A man isn't smart enough." "Sure he is. My father knows as much as my teacher." "He can't. A man can't know as much as a teacher." "He knows almost as much, I betcha."

Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same thing?"

"Sure, if they were the same age."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half-finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mamma."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the over-all pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*Centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man." "A man? How could a man be a teacher?" "Well, he just told the boys and girls things and gave them homework and asked them questions."

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen: "When we add the fractions $1/2$ and $1/4$..."

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

Digital Education



How is information regulated?

How is the student profiled by data?

What is the quality of the experience?

What is lost when human connections are eliminated from education?

The book as a "seed" of resistance.

Ed Reform 2.0 Time Machine

2018  2030

Trained Teachers



Algorithms

Learning in Community



MentorConnect: Responsive Assistance for Learners

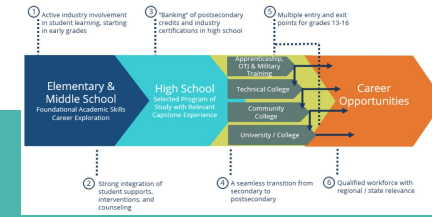
Setting the Scene
What if seamless and augmented reality could help learners navigate extended learning opportunities by connecting with mentors and coaches whenever and wherever they were needed? This future agriscience scenario that connects the learner community with stakeholders facilitates to reconnect learning ecosystems making many components, both resources and requirements. It's a fourth-grade student uses information from a wearable device to help her find a helpful agriscience expert for homework assignments. A linked app reminds her that she can ask for help and help connect her with the nearest educator when she needs support.

Key Technologies
A smart device measures students' biometrics to gauge their readiness to receive instruction, determine engagement, difficulty, stress, learning progress, and providing insights to the teacher.
A smart ID badge provides access to community resources such as libraries, maker centers, and learning hubs and performs transactions on behalf of the student. For example, it transfers money from learning accounts to providers, gathers distributed student performance data for learning records, and provides an educator support team with learner location and data distribution.
A learning assistance call bot alerts selected mentors and coaches that help is needed. An educator support team performs remote flag and provides support in a variety of modes via forums, from simple text to real time augmented reality conversations to virtual reality tutorials.
Augmented reality methods reduce ambient noise and provide virtual reality for student conversations with coaches, mentors, and counselors.



Isolating Online Learning

Curriculum Narrowed



Work * Skills * Pathways

Massive Data Collection

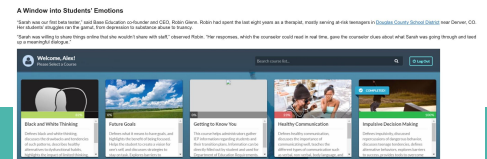


Predictive Analytics

Mindset and "Soft Skills"

Assessing Habits of Mind: Rubrics and Checklists

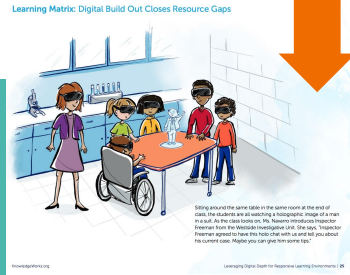
Bena Kallick, PhD
www.instituteforhabitsofmind.com



One of Base Education's most compelling features is its ability to record deleted text so teachers or counselors can review all of a student's answers, even those that a student changed.

Human Capital Management

Hands-On Learning



Augmented & Virtual Reality

Student Wrap Around Services

Kauffman-ReadyNation Working Group finds Social Impact Bonds can help finance early childhood programs*

- Social Impact Bond (SIB) programs will be able to --
 - ✓ Reduce pressures on state and federal budgets
 - ✓ Improve early child development and education
 - ✓ Strengthen K-12 education and workforce competitiveness
- SIB assets will be able to be --
 - ✓ Bought by for-profit and non-profit investors
 - ✓ Traded among investors worldwide and
 - ✓ Aggregated in asset-backed securities

*Robert Duggan and Robert Linn, Early Childhood "Pay-for-Results" Scale Based Example to Increase School Readiness and Reduce Special Education, Kauffman-ReadyNation Working Group on Early Childhood Finance Innovation, 2014

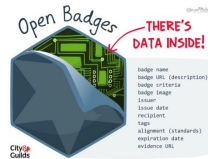
Profit Centers Via Outcomes Based Contracts

Report Cards

INTRODUCTION TO DIGITAL BADGING

WHAT ARE DIGITAL BADGES?

- Tracks informal & formal learning
- An innovative way to deliver curriculum
- Digital credential
- Validated by professionals
- Contains Data:
 - Criteria to earn the badge
 - Issuer and Issued Date
 - Competencies/Skills learned
 - Links to evidence



by Bryan Mathers (@BryanMMathers)

WHERE ARE DIGITAL BADGES BEING USED?

- Youth
 - Summer programming
 - In-School and Out-of-School Programming
 - Summer youth employment programs

Neighborhood Schools

Penn Hills Cyber Academy » Drop-In Center

DROP-IN CENTER

Penn Hills Elementary, Linton Middle School and Penn Hills Senior High School have a drop-in center where students in the cyber academy will be able to receive assistance from their teachers. Individual drop-in center hours and teacher shifts will be made available via a drop-in center schedule. All drop-in centers are closed on Fridays after 12pm. Families/Students may use their own transportation or utilize their regular school bus and stop.

Drop In Centers / Learning Ecosystems

Based Off Cyber Model

Older Students At Home / Work

Younger Students With OST Partners



Badges



Diploma

Gig Economy Learning Locker

Wie funktioniert die Experience API mit Activity Tracking xAPI?

We Connect Their Passions, People and Paths

LRS and PDL partners begin with a set of Passions experiences. "Passions" are the high-level concepts of things they want to acquire. Badges that mark their skill and knowledge. These badges can track individual experiences that connect learning needs, interests and jobs.

PLAYLISTS EXPERIENCES BADGES

OPPORTUNITY

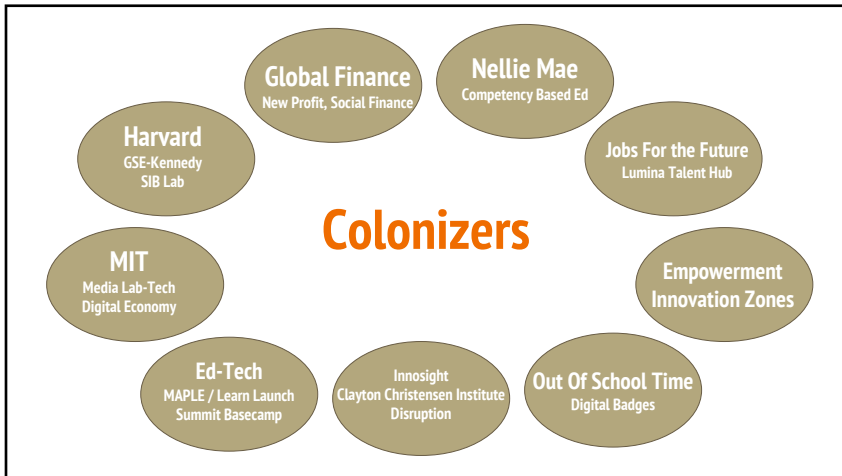
Loss **Affirmation** **Deprofessionalisation** **Resistance**
 In Opposition to Behavior Management Systems Now and Future Opportunities

Surveillance **Ed-Tech Colonization** **Profiling**
 What is your experience?
 Respond to these prompts on the poster sheets.

Power **Data** **Discipline**

Student Learning Conditions **Control** **Relationships**

Screen Time **Allies** **Workforce Pathways / Soft Skills**
 In This Struggle



It's all in how you frame the conversation, and education reformers have a head start.

Innovative	→	Untested
Student-Centered	→	Isolated
Personalized	→	Data-Mined
Adaptive	→	Controlled
Blended-Hybrid Learning	→	Limited Access to a Human Teacher
Formative (Stealth) Assessments	→	Online Surveillance
Gamified Education Software	→	Behavior Modification
1:1 Devices Initiatives	→	Data Gathering Platforms