

TECHNOLOGY FOR TEACHING
AND LEARNING AT TRU

Week Three: Ethics and Privacy



Why teach with technology?



Review of the readings.



Our responsibilities under FIPPA.



Beyond FIPPA: building an equitable practice and ethic of care thinking.



Talk about what to do for self-evaluation (first one due in two weeks, Oct. 20).



Questions!

TODAY'S AGENDA

TECHNOLOGY IS NOT PEDAGOGY

"What happens when learning goes online? This is not a question technology can answer. It's one we need to answer. Teachers, librarians, learning designers, students."

WHY SHOULD WE TEACH WITH TECHNOLOGY?

Better interactive experience

Unlimited amounts of information

Acquire technological or digital skills

Reduces costs

Insight into student performance

Control over learning

Did you find that teaching with technology provided a better interactive experience for you and your students?



Did you find that you and your students had access to unlimited amounts of information and data?





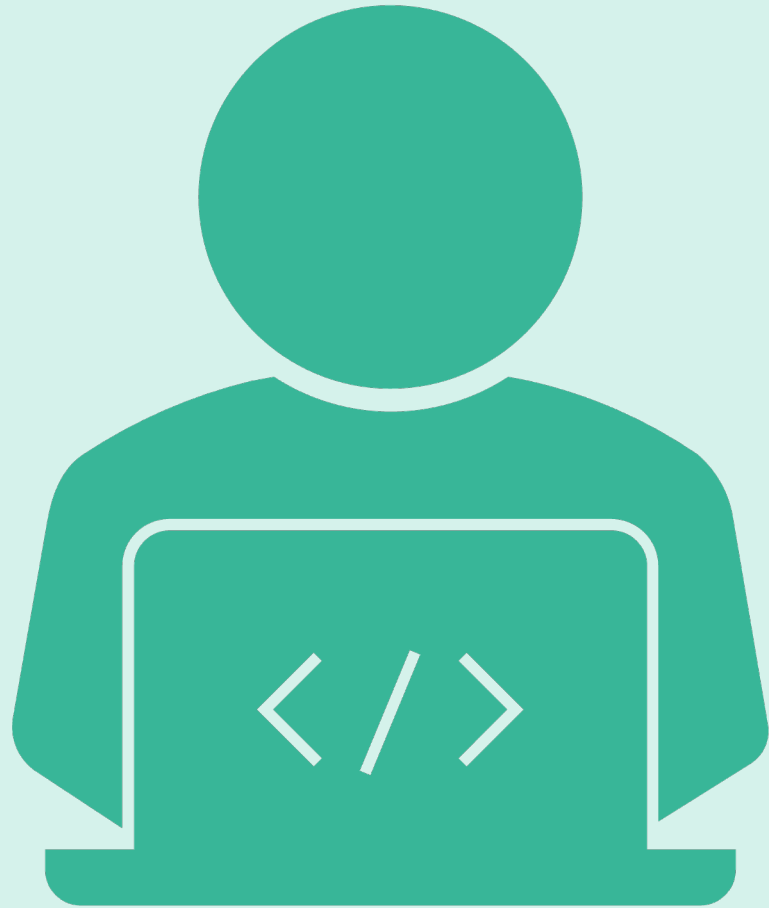
Do you think students were provided more opportunities to acquire more technological/digital skills?



Do you think the past few years reduced educational costs?

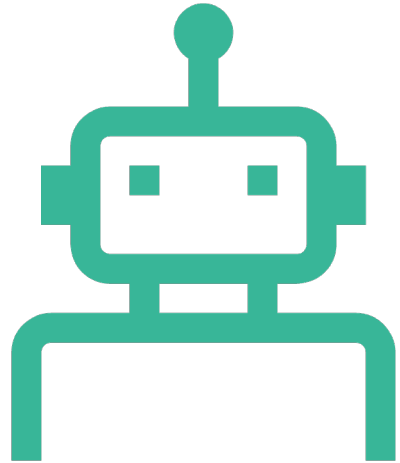
Do you think you had better insight
into student performance?



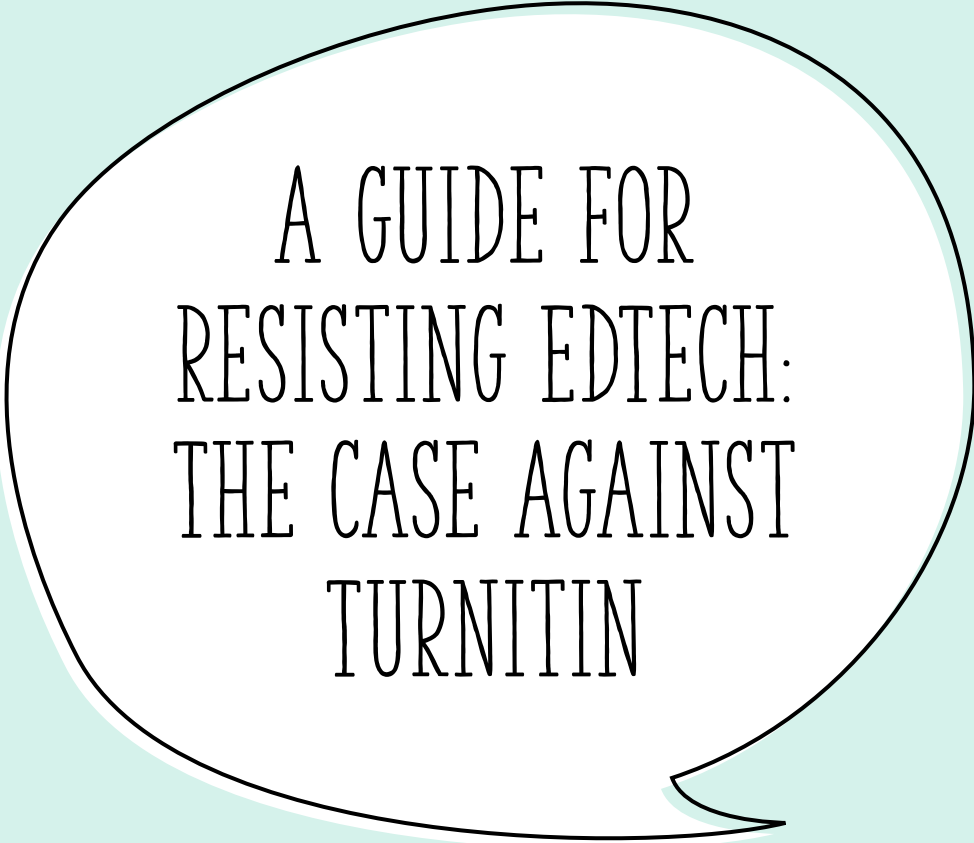


Do you think technology provides students better control over their learning?

TECHNOLOGY IS NOT PEDAGOGY



"We have not coded for the human in education, and so, unless we know how to seek it out past digital platforms, algorithms, and surveillance tools, the human is largely left out of online learning."



A GUIDE FOR
RESISTING EDTECH:
THE CASE AGAINST
TURNITIN

- "The internet is increasingly a privately-owned public space."
- "Because so much of educational technology runs on the labor of students and teachers, profiting off the work they do in the course of a day, quarter, or semester, it's imperative that we understand deeply our relationship to that technology - and more importantly the relationship, or 'arranged marriage,' we are brokering for students."
- "Critical analysis is resistance."



PEDAGOGY AND THE LOGIC OF PLATFORMS

- "A web based on surveillance, personalization, and monetization works perfectly well for particular constituencies, but it doesn't work quite as well for persons of color, lower-income students, and people who have been walled off from information or opportunities because of the ways they are categorized according to opaque algorithms."
- Students are often surprised (and even angered) to learn the degree to which they are digitally redlined, surveilled, and profiled on the web and to find out that educational systems are looking to replicate many of those worst practices in the name of 'efficiency,' 'engagement,' or 'improved outcomes.'

PRIVACY, SURVEILLANCE, AND LEARNING ANALYTICS

What data are we entitled to, and how do we make use of it equitably?

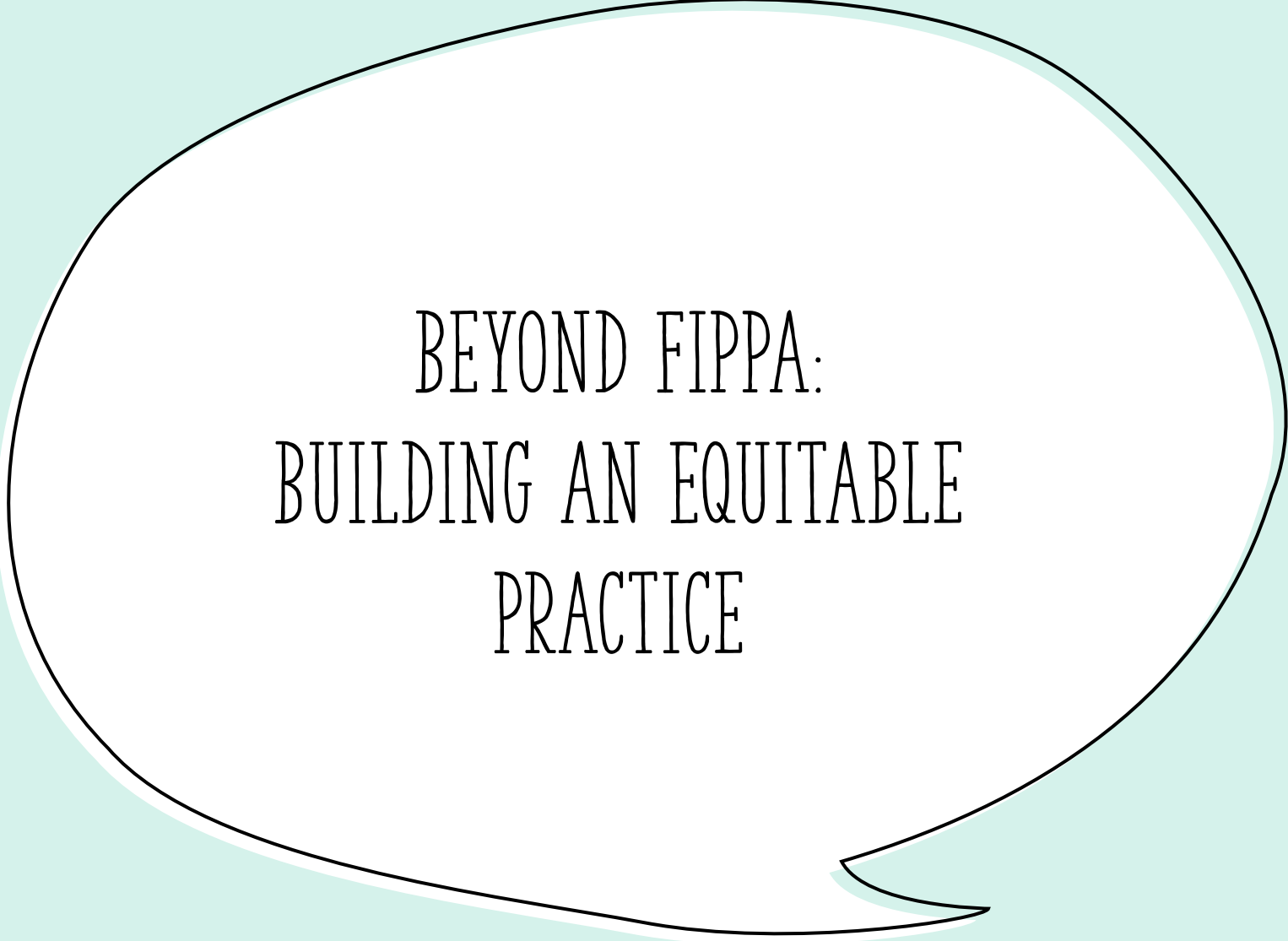
- Consider, for eg., Microsoft Habits.

What assumptions underly how we read the data? What biases do we bring?

OUR RESPONSIBILITIES UNDER FIPPA

No disclosure of personal information (anything identifiable: names, student numbers, grades, health status, etc).

No personal information can be stored on servers subject to the PATRIOT Act (eg. in the US or off-shore).



BEYOND FIPPA:
BUILDING AN EQUITABLE
PRACTICE

CRITICAL QUESTIONS TO WEIGH AGAINST EACH OTHER WHEN ADOPTING TECHNOLOGY

What does this tool improve or enhance?

- We have to acknowledge the very real pressures these tools are meant to alleviate, and that increasingly precarious workplaces are most vulnerable to bad choices.

Who is profiting from this tool, and how?

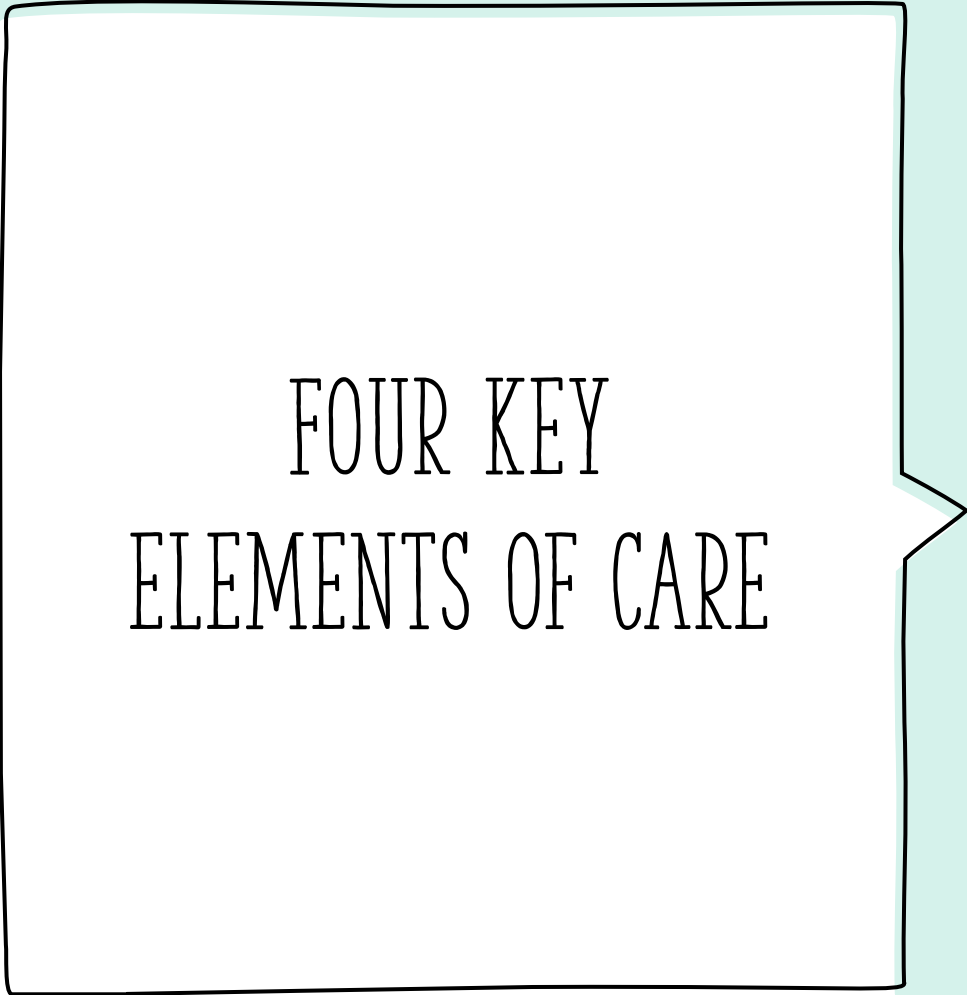
- Does the company's valuation reflect the cost you are paying, or is the real value in data?
- Can students opt out of data collection, and it is easy to do so? Can the institution do so on students' behalf?
- Often, finding the answer to this question is extremely difficult. This tells us something important, too.

WHAT IS AN ETHIC OF CARE?

Ethic of care emerges from feminist philosophy.

It argues that our relationships to each other matter, we are dependent and interdependent upon one another, the most vulnerable people impacted by a decision or choice should have the loudest voice.

An ethics of care is also always interested in the context: what situational details, what power dynamics, what pre-existing relationships might get in the way of making the most ethical possible choice?



FOUR KEY
ELEMENTS OF CARE

Attentiveness: have we considered who is impacted by the choice and then listened to their needs and voice in relation to it?

Responsibility: do we have a reason to attend to this relationship?

Competence: can we follow through once we have heard from the people impacted?

Responsiveness: have we provided care that responds to the needs we are supposed to be attending to (ie. whose will are we truly serving)? And how can we demonstrate this?

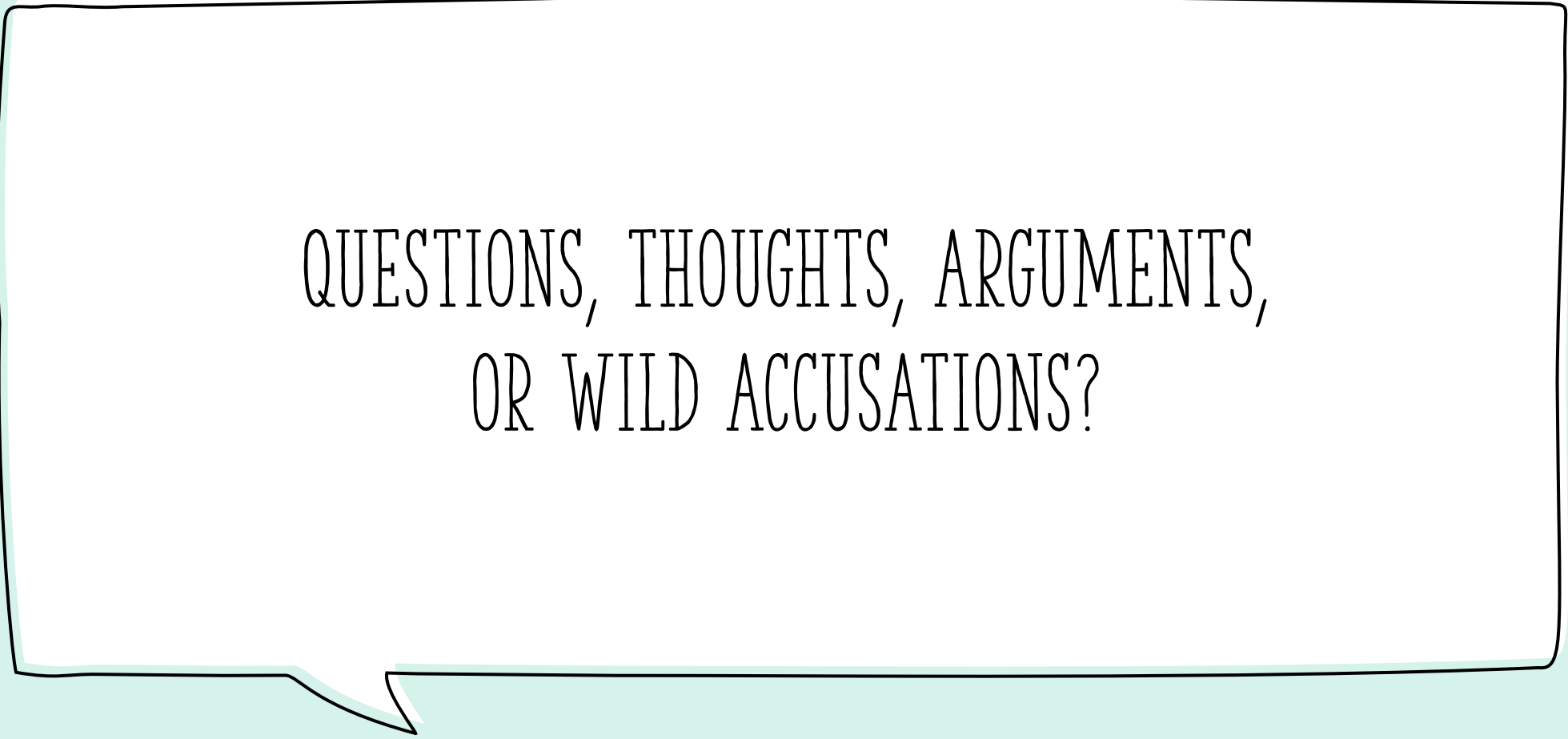
FAILURES OF ETHICS IN EDTECH ARE
ALMOST ALWAYS ROOTED IN MISSING OR
MISAPPLIED CARE

I find this hopeful, because we can decide to care, and we can decide who it is we will demonstrate care for.

WE WANT THIS TO
BE YOU

Technologies need faculty to
ask questions in order to
centre ethics and care.





QUESTIONS, THOUGHTS, ARGUMENTS,
OR WILD ACCUSATIONS?



OUR EXPECTATIONS FOR YOUR SELF-EVALUATIONS

(Hint: we don't have much.)

MUST HAVES:

500 words or 2-3 minutes of video or equivalent.

A personal evaluation out of 10.

A consideration of:

Participation

Attendance

Engagement

Professional Development



LET'S REVIEW HOW TO MAKE A POST!

SEE YOU NEXT WEEK!

