mobilityshifts

An International Future of Learning Summit

Second In The New School's
Biennial Conference Series
The Politics Of Digital Culture

October 10–October 16, 2011
The New School,
New York City

www.mobilityshifts.org

Presented by:

THE NEW SCHOOL

Sponsored by:

MacArthur Foundation   **mozilla**

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Welcome to MobilityShifts

Building on the momentum of Mozilla's Drumbeat Festival in Barcelona and MacArthur's Digital Media and Learning conference in Los Angeles, The New School now presents MobilityShifts. Reflecting The New School's focus on disciplinary mobility between design, art, and the social sciences, this week-long international summit is comprised of a conference, project demonstrations, workshops, exhibitions and a theater performance. MobilityShifts joins more than 260 media scholars, students, artists, web developers, policy makers, technologists, teachers, librarians, and learning activists from 22 countries.

MobilityShifts carries forward some of the questions discussed at the preceding two events: How can we dispel the myth of the digital native? What are the limitations of the "digital literacies" paradigm and its first world/third world assumptions?

Other queries emerged out of debates leading up to MobilityShifts when some 80 New School students, staff, and faculty convened last fall for a series of workshops: What are new pedagogical approaches for learning with mobile platforms? How can global participants use mobile media to create rich social contexts around important learning tasks? What are new pedagogical approaches for real-time mobile learning that make full use of the potential of mobile phones, iPods, laptops, PDAs, smart phones, Tablet PCs, and netbooks in informal contexts? How can we expand our definition of digital learning to include a diversity of practices that might include social networking among migrants, witness journalism and computer hacking? What are the effects of certifying new self-directed types of study considering the widespread defunding of public higher education for the non-rich?

Today, universities are increasingly exposed to the unforgiving logic of the profit imperative. It comes at no surprise that the University of California raised tuition by 18% in 2011. The cost of education is rising and students seeking a formal degree are increasingly caught in a "debt trap." More and more people wish to gain access to higher education but over the next decade, institutions for higher learning will simply not be able to accommodate them. In response, Governor Tim Pawlenty, on the Daily Show last year, called for the complete privatization of education. Downloadable courseware is central to his vision, part of the widespread battle against public education. For-profits like the Apollo Group and Kaplan, supported by enormous sums of public money, are part of a rapidly growing sector of the education industry, largely aiming to offer a stripped, low-cost version of education that often more closely resembles training.

This combination of educational and technological changes provides a stark incentive for students to step outside the academy to meet their learning goals. They find that more information is available outside of the classroom than inside but, of course, this does not mean that learning is taking place. MobilityShifts explores the changing locales for learning, from libraries, after school programs, and museums to abandoned barbershops. Some Do-It-Yourself learning projects, mostly small and temporary, include The Free Slow University of Warzaw, Edu-Factory, The School of Everything, The Public School, Bruce High Quality Foundation, Cybermohalla in India, SuperCool School, Universidad Experimental, P2P U, Khan Academy, Border Academies, Conecta2 in Mexico, Universidad Nómada, The University of the People, Citilab in Spain, or EscueLab in Peru.

To explore the meaning of these new structures of learning for higher education, MobilityShifts brings together projects ranging from pragmatic, degree-granting learning platforms to those developed by artists. Blake Stimson cautions that the Do-It-Yourself approach to education cuts as easily to the right as it does to the left. Some projects explore democratic access to knowledge and foster alternative, peer-to-peer revenue models but there are also countless ventures that offer an increasingly individualized and consumerist understanding of the value of education.

Unsurprisingly, deinstitutionalized, self-directed learning is not new. In 1915, one of the founders of The New School, John Dewey, emphasized that education does not only take place in schools and that it ought to prepare learners for democratic citizenship. Austrian philosopher Ivan Illich wanted to de-school society following his belief that students learn without and often despite their teachers. Or, think of Jacques Rancière's notion of emancipated learning and Joseph Beuys' concept of the social sculpture. Both aim to create situations in which all learners actively engage with each other and the teacher, think in more complex ways, gain better judgment, become more principled and curious, and lead distinctive and productive lives.

Today, the 1970s model of the free, anti-institutional "university" meets new learning opportunities provided by digital media. Since 2001, MIT, Rice University and many others have released educational resources online and, in this world of informational plenty, instructors have been learning how to mobilize these "open resources." John Willinsky presciently argued that open access to educational resources is about turning knowledge into a greater vehicle for public education.

Institutions of higher learning have changed far more slowly than the modes of participatory learning offered by the Internet. Davidson and Goldberg argue that in our schools too little has changed in terms of how we teach, where we teach, what we teach, who teaches, who administers and who services. What kind of insertions, rearrangements and revamping within existing institutional frameworks can we imagine? Schools should acknowledge the opportunities created by the confluence of mobile technologies, the World Wide Web, film, video games, TV, comics, and software while, of course, not sliding into techno-utopianism, acknowledging recurring challenges. The future of learning will not be solely determined by digital culture but by the re-organization of power relationships and institutional protocols. Digital media, however, can play a pivotal role in this process of transformation.

Trebor Scholz
Chair, MobilityShifts Summit
The New School

Important Information

Registration

Registration is required and allows access to all MobilityShifts events.

MobilityShifts is FREE to New School students, staff and faculty.

To register, please visit:
http://mobilityshifts.org/register1/

Twitter

Handle: @idctweets
Hash Tag: #mobilityshifts
Add this to the end of each tweet!

Hangout Rooms

You did not come to this conference just to get inspired, learn, code, dance and network. You'll want to catch up with friends, compare notes, and start collaborations. These hangout rooms are reserved for you to use as you see fit:

Monday:
▸ 12:00–10:00 p.m.
80 Fifth Avenue, room 529
80 Fifth Avenue, room 802

Tuesday:
▸ 12:00–5:00 p.m.
80 Fifth Avenue, room 529

Wednesday:
▸ 7:30–10:00 p.m.
Orientation Room, 2 West 13th St.

Thursday:
▸ 2:00 a.m.–6:00 p.m.
64 West 11th St., room 117

Friday:
▸ 10:00 a.m.–6:00 p.m.
65 West 11th St., room 101
65 West 11th St., room 354C

Saturday:
▸ 10:00 a.m.–6:00 p.m.
80 Fifth Avenue, room 802
64 West 11th St., room 117

Play the MobilityShifts Game!

Players take on the role of spies, using their mobile phones to reveal the identities of other players on their target list. To identify another spy, players must secretly snap a photo of their target with their mobile camera, using the target's conference badge as identification. A player may choose to join ad hoc teams, by "paying" other players to encrypt, or digitally hide, their identity for a period of time. Interactions between players occur through SMS, Twitter and the real world.

Play the game and connect with themes from the MobilityShifts summit:

– Informal Peer Networks and Computer Hacking

– Learning As Risk-Taking and Uncertainty

– Abductive Participation

– Relationships Between Non-Monetary Economies

– Mobile Platforms with More Than One-Way Content

– Collaborative Thinking

– Embodied Learning

This game was created by students from Parsons The New School for Design and Carnegie Mellon University in collaboration with advisors:

David Carroll, *The New School*

Drew Davidson, *Carnegie Mellon University*

http://mobilityshifts.org/game

For the Most Up-to-Date Information Visit

www.mobilityshifts.org

Policy Day

Relevant Policy Strand events will occur throughout the week denoted as P in the program

Saturday, October 15,
▸ 10:00 a.m.–5:30 p.m.
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th Street

Many of the technologies transforming our learning processes have not emerged from within schools and universities; what's more, they often are marginalized within the walls of our traditional educational and learning systems. Yet the changes technologies have brought in how we live, learn, work, and communicate are profoundly shaping conversations within and about our educational institutions. This Policy Strand explores implications for our educational institutions based on insights from the Mobility Shifts experts, innovators, and entrepreneurs.

Throughout the week, scheduled events provide perspectives on four critical areas for educational and learning systems to consider:

– Impacts and Approaches of Mobile and Digital Learning

– Open Access/ Curricular Materials

– New Models and Structures for 21st Century Learning

– Assessing Non-Standardized Learning

From new experiments like DIYU and badges to analyses of challenges and opportunities in democratization and globalization of mobile technologies, these events will provide policymakers grounding in some of the major concepts influencing discussions about shifts in 21st century education.

The New School will provide analysis of the policy-related events from the week-long conference as part of Policy Day.

The Policy Day focuses on the particular contexts of K-12 and higher education systems and our need to rethink how we design, deliver, and assess learning in schools and universities.

▸ 10:00 a.m.
MobilityShifts Highlights: An Analytic Overview of Summit Events Related to Policy

▸ 11:00 a.m.
Opening Remarks and Keynote
Welcome: *Trebor Scholz, Eugene Lang College The New School for Liberal Arts*

Remarks: David Van Zandt, President, The New School

Keynote: Eduardo Ochoa, Assistant Secretary for Postsecondary Education

▸ 12:30 p.m.
Lunch Break

▸ 1:15 p.m.
Hopes and Speed Bumps: Lessons from Developing Technology Innovations in Federal Offices
Richard Culatta, US Senate; Thirdrail Games

Suzanne Hall, U.S. Department of State

Hal Plotkin, Department of Education, Advisor

Leaders in federal government share their approaches for integrating technological innovations for learning

▸ 3:00 p.m.
Implications for K-12 and Higher Education Systems

A discussion and Q&A with leaders in policy, higher education, and K-12

The Assignment Book

A Project by Luis Camnitzer
Curated by Christiane Paul and Trebor Scholz

**Wednesday, September 21–
Saturday, October 15**
Arnold and Sheila Aronson Gallery
Sheila C. Johnson Design Center
66 Fifth Ave. at 13th Street

Wednesday, September 21
▶ 6:30–9:00 p.m.
Opening Reception
Arnold and Sheila Aronson Gallery
Sheila C. Johnson Design Center
66 Fifth Ave. at 13th Street

In The Assignment Book, Luis Camnitzer presents unresolved conundrums and questions. The exhibition is intended to stimulate critical multidisciplinary thinking on the questions raised and prompt visitors to leave responses that serve as new stimuli for dialogue. Like the blog format, the exhibition offers a platform for the artist, curators, and visitors to enter into conversation as equal partners, thereby deinstitutionalizing learning and challenging the traditional role of the artist/teacher.

Tuesday, October 11,
▶ 6:30–8:30 p.m.
A Conversation between the Artist and the Curator
Wollman Hall, Eugene Lang Building
65 West 11th Street, 5th floor
Sponsored by the Vera List Center for Art and Politics

Luis Camnitzer is an Uruguayan artist residing in the U.S. since 1964. He received a degree in sculpture from the Escuela Bellas Artes of the University of Uruguay, where he also studied architecture at the School of Architecture. A professor emeritus of the State University of New York, he is the recipient of two Guggenheim Fellowships (1961 and 1982) and the Frank Jewett Mather Award, College Art Association (2011).

Camnitzer's work has been exhibited in several international exhibitions, among them the Venice Biennale (1988 when he represented Uruguay with a one-person show), the Whitney Biennial (2000), and Documenta XI (2002). His work is in over thirty museum collections, among them the Museum of Modern Art, New York; Tate Modern, London; and the Museo de Bellas Artes, Havana, Cuba.

Camnitzer presently is the pedagogical advisor for the Patricia Phelps de Cisneros Collection. Among his books are New Art of Cuba, Conceptualism in Latin American Art: Didactics of Liberation and On Art, Artists, Latin America and Other Utopias, all published by University of Texas Press. His work is represented by Alexander Gray Associates in New York.

http://mobilityshifts.org/exhibition/

The Ghana ThinkTank: Developing the First World

Exhibition

Monday, October 10–Sunday, October 16
Skybridge Art Space, Eugene Lang Building
65 West 11th Street, 3rd floor

Mobile Unit

Monday, October 10–Sunday, October 16,
▶ 12:00–6:00 p.m.
Entrance of The New School,
66 West 12th Street

The Vera List Center for Art and Politics has hired the Ghana ThinkTank Mobile Unit to solve the problems posed by the MobilityShifts: An International Future of Learning Summit.

The "Mobile Unit" is a custom-built teardrop trailer designed to journey into different locales in the so-called First World where it collects issues of concern to the local community. From there, the problems get sent to think tanks in Ghana, Cuba, El Salvador, Mexico, Serbia, Iran, and Afghanistan or other countries, where strategies are developed to address the problems. The trailer then rolls back into the communities, this time as a mobile workstation, cooperating with community members to apply the solutions received from this global network of think tanks. Ghana ThinkTank thus reverses the customary flow of knowhow from so-called developed to developing countries in playful and provocative ways.

For the duration of the summit, the Think Tank will be positioned outside The New School's historic main building to ask, "what is wrong with digital education?" Solutions received from this international network of think tanks will be presented, and additional queries gathered. So come, voice your concerns with digital education and take note of the Ghana ThinkTank solutions.

Ghana ThinkTank was created in 2006 by Christopher Robbins, John Ewing, and Matey Odonkor. Maria del Carmen Montoya joined the project in 2009. Between them, they have lived and worked in West Africa, the South Pacific, former Yugoslavia, the Caribbean, and South, Central and North America. They have exhibited in the National Museum of Wales, PERFORMA, Kunsthallen Nikolaj/ Copenhagen Contemporary Art Center, the Station Museum, and received awards from the Knight Foundation, MIT Community Fund, New York Foundation for the Arts, STEIM, SIGRAPH, and Rhizome Commission. Ghana ThinkTank was a finalist for the Frieze Foundation Cartier Award in 2010.

Ghana ThinkTank Talk

Thursday, October 13,
▶ 7:30–9:00 p.m.
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th Street, room 510

What are the hidden assumptions behind international development? How may the frictions inherent in cross-cultural exchanges be creatively exploited rather than silenced? Artists and Ghana ThinkTank founding members John Ewing and Christopher Robbins discuss recent projects by this worldwide network of think tanks.

http://mobilityshifts.org/workshops/ghana-think-tank

http://ghanathinktank.org/

Theater Performance: PROJECT SHIFT

Directed by Cecilia Rubino

Thursday, October 13, 2011
▸ 8:00 p.m.
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th Street

PROJECT SHIFT is a multidisciplinary, multimedia performance piece, which addresses the future of technology in learning.

PROJECT SHIFT will connect educators, youth groups, and artists from across the United States using the technology of today to create a performance exploring the methods of educating the youth of tomorrow.

PROJECT SHIFT's creators are a number of groups around the United States, who communicated a conversation that could be adapted into a live event. The performance will include video, sound, poetry, and physical movement.

Dialogue participants:
– Artists for Humanity (Boston)

– I Have a Dream Foundation (New York City)

– Institute for Urban Education (New York City)

– TRACE (Chicago)

– Urban World (New York City)

– The Mighty Third Rail

Artists:
– Ian Baggette

– Darian Dauchan

– Daja Dobbins

– Nadia Garbosky

– Ish Islam

– Max Jaffe

– Andrew Lewis

– Brian Lewis

– Steven Lugerner

– Kate Messinger

– Teddy Rodger

– Yarminlah Rosa

– Zewidtu Ruffin

– David Scanion

– Curtis Stewart

– Lucas Syed

– Ally Tufenkjian

– Ben Van Vuren

– Suchan Vodoor

http://mobilityshifts.org/theater/

	Arnhold Hall, 55 West 13th St., 2nd fl	Wolff Conference Room 6 East 16th St., room 1103	Room 510, 66 West 12th St., 5th fl
11:00–11:30 a.m.			
11:30–12:00 p.m.			
12:00–12:30 p.m.			
12:30–1:00 p.m.			
1:00–1:30 p.m.	▶ 1:00–5:00 p.m. **MobilityShifts Science Fair [D]**		
1:30–2:00 p.m.			
2:00–2:30 p.m.			
2:30–3:00 p.m.			
3:00–3:30 p.m.			
3:30–4:00 p.m.			
4:00–4:30 p.m.			
4:30–5:00 p.m.			▶ 4:30–7:30 p.m. **Teaching with Video: Featuring MediaThread [W]** *Jonah Bossewitch, Mark Phillipson, Mark Preston*
5:00–5:30 p.m.		▶ 5:00–8:00 p.m. **Creating with Scratch! [W]** *Evelyn Eastmond*	
5:30–6:00 p.m.			
6:00–6:30 p.m.			
6:30–7:00 p.m.			
7:00–7:30 p.m.			
7:30–8:00 p.m.			
8:00–8:30 p.m.			▶ 8:00–10:00 p.m. **Book Sprints & Booki [W]** *Adam Thomas, Cara Bell-Jones*
8:30–9:00 p.m.			
9:00–9:30 p.m.			
9:30–10:00 p.m.			

Hirshon Suite, 55 West 13th St., 2nd fl	Orozco Room, 66 West 12th St., 7th fl	Room 529, 80 Fifth Ave., 5th fl	Room 802, 80 Fifth Ave., 8th fl
	▶ 11:30 a.m.–1:00 p.m. **Wikipedia and Academia, Friends at Last? [W]** *Frank Schulenburg*	▶ 12:00–10:00 p.m. **Hangout Room**	▶ 12:00–10:00 p.m. **Hangout Room**
▶ 1:45–3:00 p.m. **3–D Printing, Coulors, Music [PD]** *Ginger Coons, Matt Ratto, Margaret Lam, Bob Ree*	▶ 2:00–5:00 p.m. **Learning with Mobile x Printed Media Day 1 of 2 [W]** *Federico Casalegno, Orkan Telhan*		
▶ 4:15–5:30 p.m. **MedienBildungsRaum [W]** *Konstanze Schuetze, Torsten Meyer*			

	Arnhold Hall, 55 West 13th St., 2nd fl	Wollman Hall, 65 West 11th St., 5th fl	Room 510, 66 West 12th St., 5th fl
10:00–10:30 a.m.			
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1:00–1:30 p.m.	▶ 1:00–5:00 p.m. **MobilityShifts Science Fair [D]**		
1:30–2:00 p.m.			
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2:30–3:00 p.m.			
3:00–3:30 p.m.			
3:30–4:00 p.m.			
4:00–4:30 p.m.			
4:30–5:00 p.m.			
5:00–5:30 p.m.			▶ 5:00–7:00 p.m. **Developing a Tablet–Based Course to Train International Advocates for Social Change [W]** *Lisa Dush, Ceasar McDowell, Travis Rejman*
5:30–6:00 p.m.			
6:00–6:30 p.m.			
6:30–7:00 p.m.		▶ 6:30–8:30 p.m. **The Assignment Book: A Conversation between Luis Camnitzer and Christiane Paul [I]**	
7:00–7:30 p.m.			
7:30–8:00 p.m.			▶ 7:30–9:30 p.m. **Technologists of Tomorrow: Education & Special Needs Students [PD]** *Mark Dzula, Jonathan Hill, Beth Rosenberg, John Schimmel*
8:00–8:30 p.m.			
8:30–9:00 p.m.			
9:00–9:30 p.m.			

	Hirshon Suite, 55 West 13th St., 2nd fl	Orozco Room, 66 West 12th St., 7th fl	Orientation Room, 2 West 13th St., ground fl	Room 529, 80 Fifth Ave., 5th fl	Japan Society, 333 East 47th St.
10:00–10:30 a.m.		▶ 10:00 a.m.–2:00 p.m. **Thinking Prezi Workshop [W]** *Drew Banks, Adam Somlai-Fischer*			
10:30–11:00 a.m.					
11:00–11:30 a.m.					
11:30–12:00 p.m.					
12:00–12:30 p.m.	▶ 12:00–1:00 p.m. **The Cryptopticon: [L]** **Siva Vaidhyanathan*			▶ 12:00–9:30 p.m. **Hangout Room**	
12:30–1:00 p.m.					
1:00–1:30 p.m.					
1:30–2:00 p.m.					
2:00–2:30 p.m.	▶ 2:00–3:00 p.m. **Open Education: The University and The Commons [L]** *Matthew K. Gold*				
2:30–3:00 p.m.					
3:00–3:30 p.m.	▶ 11:00 a.m.– 1:00 p.m. **Lateral Learning for Digital Immigrants [PD]** *Marco Castro, Yijun Liao, José Rodriguez*	▶ 3:00–6:00 p.m. **Learning with Mobile x Printed Media Day 2 of 2 [W]** *Federico Casalegno, Orkan Telhan*			
3:30–4:00 p.m.					
4:00–4:30 p.m.					
4:30–5:00 p.m.					
5:00–5:30 p.m.					
5:30–6:00 p.m.			▶ 5:30–7:30 p.m. **Design Jam [W]** *Steven J. Dale, Eulani Labay, Roddy Schrock, Liza Stark*		
6:00–6:30 p.m.					
6:30–7:00 p.m.					
7:00–7:30 p.m.					▶ 7:00 p.m. **Keitai Kids: Youth, Culture & Social Media in the U.S. & Japan [PD]** **Tomi T. Ahonen, *Shin Mizukoshi, Trebor Scholz*
7:30–8:00 p.m.					
8:00–8:30 p.m.			▶ 8:00–9:30 p.m. **Education (in so many words)** *Eunsong Angela Kim, Jen Begeal, K. Lorraine Graham, Tara Zepel*		
8:30–9:00 p.m.					
9:00–9:30 p.m.					

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

Wednesday, October 12

Time	Arnhold Hall, 55 West 13th St., 2nd fl	Wollman Hall, 65 West 11th St., 5th fl	Room 510, 66 West 12th St., 5th fl
9:00–9:30 a.m.			
9:30–10:00 a.m.			
10:00–10:30 a.m.	▶ 10:00 a.m.–12:30 p.m. **Hacking as Learning: A Slice of Mozilla Drumbeat Learning, Freedom and the Web Festival [W]**		
10:30–11:00 a.m.			
11:00–11:30 a.m.			
11:30–12:00 p.m.			
12:00–12:30 p.m.			
12:30–1:00 a.m.			
1:00–1:30 p.m.			
1:30–2:00 p.m.	▶ 1:30–3:30 p.m. **Rigorously Unprofessional [PD]** *Liz Barry, Phil Silva, Matthew Lippincott, Ed Keller*		
2:00–2:30 p.m.			
2:30–3:00 p.m.			
3:00–3:30 p.m.			
3:30–4:00 p.m.			
4:00–4:30 p.m.	▶ 4:00–6:00 p.m. **Global Kids [W]** *Daria Ng, Barry Joseph, Michael Foster, Anthony Negron*		
4:30–5:00 p.m.		▶ 4:30–6:00 p.m. **The Beginnings of the Free University Movement [ST]** *K. Frederiksen, E. Kluitenberg, J. Varon*	▶ 4:30–6:30 p.m. **Using Mobile Technology to Promote Historical Understanding [W]** *Anthony Cocciolo, Debbie Rabina*
5:00–5:30 p.m.			
5:30–6:00 p.m.			
6:00–6:30 p.m.			
6:30–7:00 p.m.	▶ 6:30–8:30 p.m. **Out Of My Hands [W]** *Zvezdana Stoimirovic, Aggie Toppins*	▶ 6:30–8:00 p.m. **Free Culture at TNS [PD]** *J. Irish, A. Kamdar, J. Pirone, M. Schober, J. Drew*	
7:00–7:30 p.m.			▶ 7:00–9:30 p.m. **Global DIY U Case Studies [L]** *Juan Manuel Lopez Garduño, Kiko Mayorga, Janek Sowa*
7:30–8:00 p.m.			
8:00–8:30 p.m.			
8:30–9:00 p.m.	▶ 8:30–10:00 p.m. **An Autonomous Alt. Accreditation Agency [W]** *Thomas Gokey, Ed Keller*		
9:00–9:30 p.m.			
9:30–10:00 p.m.			

Time	Hirshon Suite, 55 West 13th St., 2nd fl	Orozco Room, 66 West 12th St., 7th fl	Orientation Room, 2 West 13th St., ground fl	Room 802, 80 Fifth Ave., 8th fl
10:00		▶ 10:00 a.m.–12:30 p.m. **Beyond Participation: Designing Local Engagement for a Mobile Culture [L]** *Eric Gordon*		
12:30		▶ 12:30–2:30 p.m. **Multimodal Survey Research Project [L]** *David Carroll, Michael Schober*		
1:30	▶ 1:30–3:30 p.m. **New Pedagogical Approaches for Learning with Mobile Platforms [PD]** *Alisa Berger, Francesca Fay, Christina Jenkins*			▶ 1:30–03:30 p.m. **Playful and Digital Literacy?: How Digital Media Shapes Our Biographies and Fosters Transformative Learning [W]** *Konstantin Mitgutsch*
3:00		▶ 3:00–5:30 p.m. **Digital Tools for Collaborative Teaching, Learning and Research [W]** *Geoff Gilbert, Mark Hayward, Claudia Roda*		
3:30	▶ 3:30–5:30 p.m. **2050 Classroom [PD]** *P. Courtney, S. Pereira, L. Schloss, H. Wei, K. Koch, NYC students*			
4:00	▶ 4:00–6:00 p.m. **Rights, Access, Power: Mobile & Wireless Access for the People & Activism [PD]** *Seeta Peña, Gangadharan, Carlos Pareja, Chance Williams, Betty Yu*			▶ 4:00–6:00 p.m. **Using Mobile Technology to Strengthen Civic Engagement Between Women's Networks in Sierra Leone [W]** *Elana Langer*
5:30			▶ 5:30–7:00 p.m. **Provoke: Fostering User Involvement in Social Media** *Shlomo Dubnov*	
6:30				▶ 6:30–08:30 p.m. **Oyster City [W]** *Meredith Drum, Rachel Stevens, Phoenix Toews*
7:30			▶ 7:30–10:00 p.m. **Hangout Room**	

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Time	Tishman Auditorium, 66 West 12th St.	Arnhold Hall, 55 West 13th St., 2nd fl	Wollman Hall, 65 West 11th St., 5th fl
10:00–10:30 a.m.		▶ 10:00–11:00 a.m. **Does What We Know Belong to All? [L]** *John Willinsky*	
10:30–11:00 a.m.			
11:00–11:30 a.m.		▶ 10:00–11:00 a.m. **Open Access As The New School: The Practicalities of Campus Public–Good Policies [W]** *John Willinsky, David Scobey*	
11:30–12:00 p.m.			
12:00–12:30 p.m.			
12:30–1:00 p.m.			
1:00–1:30 p.m.			
1:30–2:00 p.m.			
2:00–2:30 p.m.		▶ 2:00–4:30 p.m. **Mobile Phones in Learning [L]** *Giselle Beiguelman, *Tomi T. Ahonen, Bob Stein*	▶ 2:00–4:00 p.m. **Transmitting Shakuhachi Online and Offline [W]** *Kiku Day Margaret Lam*
2:30–3:00 p.m.			
3:00–3:30 p.m.			
3:30–4:00 p.m.			
4:00–4:30 p.m.			
4:30–5:00 p.m.			▶ 4:30–6:00 p.m. **Blended Digital Literacy [PD]** *Jonathan Finkelstein, Matt Mervis, Michael Preston*
5:00–5:30 p.m.			
5:30–6:00 p.m.		▶ 5:30–7:00 p.m. **Learning with Mobile Media [L]** *Shin Mizukoshi, *Mimi Ito*	
6:00–6:30 p.m.			
6:30–7:00 p.m.			▶ 6:30–8:30 p.m. **Making Connections: Using New Media to Create Authentic Engaging Collaborative Learning Environments [W]** *Michael Wesch*
7:00–7:30 p.m.			
7:30–8:00 p.m.		▶ 7:30 p.m.–9:30 p.m. **Urban Research & Mobile Media [PD]** *Jess Irish, Victoria Marshall, Shannon Mattern, Jane Pirone, Vyjayanthi Rao*	
8:00–8:30 p.m.	▶ 8:00–10:00 p.m. **Project Shift**		
8:30–9:00 p.m.			
9:00–9:30 p.m.			▶ 9:00–11:00 p.m. **Mobile Identities and Community Mobilization [PD]** *Tasha Darbes, Agrippino Flores, Nari Kim, Chloe Smolarski*
9:30–10:00 p.m.			
10:00–10:30 p.m.			
10:30–11:00 p.m.			

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Room 510, 66 West 12th St., 5th fl	Room 802, 80 Fifth Ave., 8th fl	Room 117, 64 West 11th St., 1st fl	Goethe-Institut New York, 72 Spring St., 11th fl
	▶ 10:30 a.m.– 12:45 p.m. **Rancière: Ignorance Will Have Learned [S]** *Jairo Moreno*		
		▶ 2:00–6:00 p.m. **Hangout Room**	
	▶ 4:00–7:00 p.m. **Tracing Provenance: Producing Objects "By Hand" by Digital Inscription [W]** *Daniela Rosner*		
▶ 4:30–6:30 p.m. **Aesthetics and Activism in Working with Youth [L]** *Nitin Sawhney, Chris Csikszentmihályi, Molly Wright Steenson*			▶ 7:00–8:30 p.m. **Learning In, With and For the Social Web [PD]** *Jan-Hinrik Schmidt, Trebor Scholz*
▶ 7:30–9:00 p.m. **Ghana ThinkTank Talk— Developing the First World [L]**	▶ 7:30–9:30 p.m. **Wikilearning & Social Equality [PD]** *Teemu Leinonen, Juha Suoranta, Tere Vaden*		

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	Arnhold Hall, 55 West 13th St., 2nd fl	Wollman Hall, 65 West 11th St., 5th fl	Kellen Auditorium, 66 Fifth Ave., 1st fl
9:30–10:00 a.m.			▶ 9:30–11:30 a.m. **Book/Ends?: Rethinking Scribal in the Digital Age [PD]** *Michael Pettinger, Elaine Savory, Dan Visel, Oz Frankel*
10:00–10:30 a.m.		▶ 10:00 a.m.–12:30 p.m. **Emerging Learning Environments (L)** *Stephanie Browner, *Michael Wesch, *Lev Manovich*	
10:30–11:00 a.m.			
11:00–11:30 a.m.	▶ 11:00 a.m.–1:00 p.m. **Collaborative Student–Centered Pedagogies for Cross–Disciplinary Mobile Apps [PD]** *Laura Gillespie, Julie Gilliam, Betsy Nix, Anastasia Salter*		
11:30–12:00 p.m.			
12:00–12:30 p.m.			▶ 12:00–2:00 p.m. **Free iPads?!: Scalable Digital Pedagogies for Undergraduate Education [PD]** *Hasan Elahi, Tiffany Holmes, Elizabeth Losh, Adam Trowbridge, Jessica Westbrook*
12:30–1:00 p.m.			
1:00–1:30 p.m.		▶ 1:00–3:30 p.m. **From The Digital Public Library to The Media Art Archive (L)** *John Palfrey, *Oliver Grau, *Rolf Hapel*	
1:30–2:00 p.m.	▶ 1:30–3:30 p.m. **Publishing Disruptions: Extra–Institutional Publishing Tools [PD]** *M. Currie, S. Gould, A. Hickman, M. Mandiberg, S. Worthington*		
2:00–2:30 p.m.			▶ 2:30–4:30 p.m. **Open Education: A Student Perspective [PD]** *Lula Brown, Melissa Campbell, Dorry Funaki, Polly Mosendz, Hanna Sender*
2:30–3:00 p.m.			
3:00–3:30 p.m.			
3:30–4:00 p.m.			
4:00–4:30 p.m.	▶ 4:00–6:00 p.m. **The Library in Your Pocket: Library Tech Development and DIY Learning [PD]** *Kim Dulin, Shannon Mattern, Deanna Lee, Linda E. Johnson*		
4:30–5:00 p.m.			
5:00–5:30 p.m.			▶ 5:00–7:30 p.m. **The Future of Learning: Academic Publishing, Peer to Peer Grading and Text Books [L]** *Geert Lovink, *Manu Kapur, *Cathy Davidson*
5:30–6:00 p.m.			
6:00–6:30 p.m.			
6:30–7:00 p.m.	▶ 6:30–8:30 p.m. **Learning in Public and The Knowledge Commons [PD]** *Matthew X. Curinga, Michael Mandiberg, Roddy Schrock, Ian Sullivan*		
7:00–7:30 p.m.			
7:30–8:00 p.m.			
8:00–8:30 p.m.			▶ 8:00–10:00 p.m. **Intro to DIY U and Case Studies in India and Spain [L]** *Anya Kamenetz, Nishant Shah, Ramon Sanguesa*
8:30–9:00 p.m.			
9:00–9:30 p.m.			
9:30–10:00 p.m.			

	Room 510, 66 West 12th St., 5th fl	Room 529, 80 Fifth Ave., 5th fl	Room 802, 80 Fifth Ave., 8th fl	Room 354C, 65 West 11th St., 3rd fl	Room 101, 65 West 11th St., 1st fl
	▶ 10:00 a.m.–12:00 p.m. **Tactics to Revamp Sites of Institutional Learning [PD]** *Catherine Dumas, Megan Fulweiler, Jennifer Marlow, Kim Middleton*			▶ 10:00 a.m.–06:00 p.m. **Hangout Room**	▶ 10:00 a.m.–06:00 p.m. **Hangout Room**
	▶ 12:30–2:30 p.m. **Mobilizing the Shift: Edu–Factory and The Struggle Over Knowledge in An Age of Cognitive Capitalism [PD]** *George Caffentzis, Max Haiven, Elise Thorburn*	▶ 1:30–2:00 p.m. **An Intro to The Mother Road [L]** *Erin Reilly*	▶ 12:00–5:00 p.m. **Scrapyard Challenge [W]** *Jonah Brucker-Cohen, Katherine Moriwaki*		
	▶ 3:00–5:00 p.m. **Verb Lists Knowledge Done Again [W]** *Trine Friis Sørensen, Sidsel Nelund*	▶ 2:30–3:30 p.m. **Hopes and Fears for ICT [L]** *Janna Anderson*			
	▶ 5:30–7:30 p.m. **In, Against & Beyond The Institution [PD]** *Graham Attwell, Josie Fraser, Richard Hall, Mike Neary, Joss Winn*	▶ 4:00–7:00 p.m. **Libraries, Access to Knowledge and Self–Learning: From the Library of Alexandria to Aaaaarg.org [ST]** *Christine Madsen, Henry Warwick, Suzanne Lettrick, Edward Remus, Joseph Heathcott*			

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Tishman Auditorium, 66 West 12th St.

Policy Day: MobilityShifts Highlights [L]

▶ 11:00 a.m.–12:30 p.m.
Opening Remarks and Keynote [L]
Eduardo M. Ochoa, David Van Zandt

▶ 1:15 p.m.–3:00 p.m.
Policy Day: Lessons from Federal Offices [PD]
Richard Culatta, Suzanne Hall, Hal Plotkin

▶ 3:00–5:00 p.m.
Policy Day: Implications for K-12 and Higher Education Systems [PD]

Arnhold Hall, 55 West 13th St., 2nd fl

▶ 9:30–11:00 a.m.
Certifying Self-Learning [ST]
B. Selznick, M. Karnjanaprakorn, A. Halavais

▶ 11:30 a.m.–1:30 p.m.
Locative Media Workshop: 7scenes [W]
David Carroll, Ronald Lenz

▶ 2:00–4:00 p.m.
Localized Interventions [PD]
David Gagnon, Nathan Graham, Germaine Halegoua, Jessa Lingel

▶ 4:30–6:30 p.m.
Is There Hope? [PD]
Florian Cramer, Renée Ridgway

Room 407, 66 West 12th St., 4th fl

▶ 10:00 a.m.–12:00 p.m.
Using Video for Change — Witness/UX Interactive [W]
Chris Michael, Adam Rasmussen, Bryan Nunez

▶ 12:30–2:00 p.m.
The Future of The Public School of New York [W]

Wollman Hall, 65 West 11th St., 5th fl

▶ 10:00 a.m.–12:30 p.m.
Dispelling the Myth of the Digital Native [ST]
Anita Say Chan, Dylan Witkower, Orit Halpern, Richard Scullin, Jared Lamenzo, Laruen Berliner

▶ 1:30–4:30 p.m.
Progressive Digital Pedagogy [ST]
Mariana Regalado, Maura Smale, Tamara Shepherd, Xtine Burrough, David Carroll, John Sobol, Elizabeth Cornell, Glenn Hendler, Elizabeth Losh, Megan Boler

Kellen Auditorium, 66 Fifth Ave., 1st fl

▶ 10:00–10:45 a.m.
[Interview]
*Elizabeth Losh, *Henry Jenkins*

▶ 11:15 a.m.–1:15 p.m.
Digital Fluencies [L]
*Benjamin Bratton, *Katie Salen, *Jan-Hinrik Schmidt*

▶ 2:15–4:45 p.m.
Reframing Knowledge: Self-Learning Communities [L]
**Irit Rogoff, *Shveta Sarda, Tania Perez Bustos*

5:00 p.m.
Learning Activities for and with Youth [W]
A. L. Bermudez, N. Levy, J. Neys

Room 404, 66 West 12th St., 4th fl

▶ 10:30 a.m.–1:00 p.m.
Mobilizing Formal and Informal Learning for the Millennial Classroom [D]
Virginia Kuhn, Matthew Kim, Bonnie Leonore Kyburz, Elisa Kreisinger, Joyce Walker

Room 510, 66 West 12th St., 5th fl

▶ 10:30–11:30 a.m.
We Hear You
Kate Crawford

▶ 12:00–2:00 p.m.
Human Technology Collaborations [PD]
Karen Keifer-Boyd, Aaron Knochel, Ryan Patton, Robert W. Sweeny

▶ 2:30–4:30 p.m.
Bring Your Smartphone! Witnessing Literacies, Witnessing Tools [PD]
Nathan Freitas, Sam Gregory

▶ 3:30 p.m.–5:30 p.m.
Blended Learning [ST]
B. Thomsen, S. Vogt, R. Götter, O. Richter, S. Goli, C. Fuchs, S. Göllner, A. Unteidig

Orientation Room, 2 West 13 St., ground fl

▶ 10:30 a.m.–12:30 p.m.
Media Education for the Under-privileged [ST]
R. Brandão, M. Jahn, S. Rothenberg, M. Pimenta, E. Tisselli

▶ 1:00 p.m.–3:00 p.m.
Creating Participatory Learning Through Performance [D]
Josephine Dorado

Room 410, 66 West 12th St., 4th fl

▶ 1:00 p.m.–2:30 p.m.
Smarthistory.org [W]
Beth Harris, Steven Zucker

Room 802, 80 Fifth Ave., 8th fl

▶ 10:00 a.m.–6:00 p.m.
Hangout Room

Room 117, 64 West 11th St., 1st fl

▶ 10:00 a.m.–6:00 p.m.
Hangout Room

	Arnhold Hall, 55 West 13th St., 2nd fl
10:00–10:30 a.m.	▶ 10:00 a.m.–12:00 p.m. **Designing Agency [I]** *Beth Coleman, *Juliana Rotich
10:30–11:00 a.m.	
11:00–11:30 a.m.	
11:30–12:00 p.m.	

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Agenda

Monday, October 10

▶ 11:30 a.m.–1:00 p.m.
Wikipedia and Academia, Friends at Last? Incorporating Wikipedia Assignments Into Higher Education Classrooms [DF; W]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Frank Schulenburg, Wikimedia Foundation

The Wikimedia Foundation, the non-profit that supports Wikipedia, partnered with university professors in 45 classes during the 2010-2011 academic year in a pilot program of our Global Education Program. Professors assigned their students to write Wikipedia articles as part of the coursework for the term, with assistance from trained Wikipedia Ambassadors both in the classroom and online. In this workshop, we will present the research work from our surveys and interviews with faculty members, Ambassadors, and students. We will also use activities perfected in Ambassador trainings and other presentations to engage attendees to demonstrate how Wikipedia can be incorporated into a university curriculum.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 1:00 p.m.–5:00 p.m.
MobilityShifts Science Fair [P; D]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

The MobilityShifts Science Fairs brings the beloved grade school concept to adults. Intelligent professionals making waves with their digital media projects—research, learning models, web projects, software, experiments—share their work and welcome your feedback and ideas. Explore and engage the room that will feature such projects as Mozilla's Hackaurus, Open Badges, Web Made Movies, School of Webcraft, dontflush. me, and Smarthistory.org.

▶ 1:45–3:30 p.m.
3-D Printing, Colours, Music: Context for Exploring Critical Making [DIYU; PD]
Hirshon Suite, 55 West 13th St., 2nd floor

Ginger Coons, University of Toronto, Canada
Matt Ratto, University of Toronto, Canada
Margaret Lam, University of Toronto, Canada
Bob Ree, University of Toronto, Canada

Drawing on research recently completed at the Critical Making Lab in University of Toronto's Faculty of Information, this panel will explore the complex relationships between the way we speak about our engagement of technology for the purposes of making and learning and the way we speak about those experiences. Three contexts in particular will be explored: the making of colour standards, self-directed learners in the domain of music, and the world of 3D-printing. Across these three studies, the experience of making itself, and the narrative that's generated around the experience tell very different stories, and offer a rich site for analysis and reflection.

▶ 2:00–5:00 p.m.
Learning with Mobile x Printed Media Day 1 of 2 [DF; W]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Federico Casalegno, MIT
Orkan Telhan, UPenn, School of Design

This two-part workshop explores alternative models of learning using mobile media and paper-based interfaces that are augmented with computational and electronic capabilities. It intends to span new research investigations in critical cartography, citizen science, and civic media practices. Participants will be able to have hands on experience with mobile phones and paper-based media and be supported to think towards critical applications that can augment learning experiences using alternative forms of video and low-cost, massively-deployable interfaces. The workshop will use a custom mobile video sharing platform designed by MIT Mobile Experience Laboratory and will work with printed interactive media designed at the Emerging Design Practices Laboratory of University of Pennsylvania. The workshop sessions will be organized around different topics and will be facilitated as design charrettes with ideation, application development,

prototyping, and presentation meetings. No prior technical skills will be required to participate in the workshop.

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▶ 4:15–5:30 p.m.
MedienBildungsRaum: Media-Art-Space=Open Experimental Learning Space [DIYU; W]
Hirshon Suite, 55 West 13th St., 2nd floor

Konstanze Schuetze, University of Cologne, Germany
Torsten Meyer, University of Cologne, Germany

Our laboratory at University of Cologne has grown from a regular classroom to a multi purpose learning space—MedienBildungsRaum (mbr). Dealing with concepts of multi-purpose learning environments and theories on learning spaces and knowledge building, physical and virtual space are equally important for present and future learning processes. We seek to prepare flexible core concepts for adjustable spaces of new learning culture and develop patterns for different settings of learning and knowledge building activities based on Christopher Alexander's Pattern–Language (1977), finding solutions for their representation in our particular room. It is vital for Bildung* to allow technology and architecture to be unnoticed and extraordinarily flexible to the changing demands of learning. Adjustable, agile, corrigible installations, furniture and portable technology define distinct but temporary zones of action and enable diversifiable settings for learning. There will be a general introduction to learning spaces and Christopher Alexander's pattern language with examples, and participants will then develop patterns for learning. The result of this workshop will be a collaboratively designed pattern based learning I media I space.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 4:30–7:30 p.m.
Teaching with Video Workshop: Featuring MediaThread [DF; W]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Jonah Bossewitch, Columbia Center for New Media Teaching and Learning
Michael Preston, Dept. of Education's Office of Postsecondary Readiness, Columbia University
Mark Phillipson, Columbia Center for New Media Teaching and Learning

In this workshop we will review the basic principles, advantages, and pitfalls of teaching with video. The session will feature MediaThread, a web-based multimedia annotation and composition platform developed at Columbia University to support critical scholarship based on multimedia sources. Participants in this workshop will learn how they can use MediaThread or similar annotation tools to deepen analysis of rich media, such as streaming video from various sources on the web. Various curricular models and strategies for the effective use of tools like MediaThread in the classroom and beyond will be explored. Participants will build multimedia compositions based on videos we collectively annotate and analyze, and share results.

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▶ 5:00–8:00 p.m.
Creating with Scratch! [DF; W]
Wolff Conference Room, 6 East 16th st.,
room 1103

Evelyn Eastmond, RISD, MIT

In this workshop, we'll learn to create, collaborate, remix and play with the popular visual programming platform Scratch. Scratch is a programming language that makes it easy to use your computer to create your own interactive stories, animations, games, music, and art—and share your creations with the world on the web. Using a visual grammar, creating projects with Scratch is like tinkering with Legos, and the possibilities are endless! We will learn how to use the software to make our own creations and share our experiences with other workshop participants. No prior programming experience is necessary, beginners are encouraged to participate! Laptop required. Visit http://scratch.mit.edu to find out more.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 8:00–10:00 p.m.
Book Sprints and Booki [DIYU; W]
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th St., room 510

Adam Thomas, Sourcefabric, Test Signals

Cara Bell-Jones, FLOSS Manuals

This is a workshop designed to introduce the participants to Book Sprints and the Social Book Production environment, Booki. The workshop will cover the Booki production process, export tools, and the social features which are integrated into the workflow of Booki. Participants will be encouraged to create an account and improve existing books on Booki and Book Sprints during the workshop and assistance will be provided as necessary on an individual basis. The workshop will then turn to discussion of case studies in particular the use of Booki by FLOSS Manuals to produce educational materials, and the use of Booki by educators that have involved their students in the process of creating books together either as textbooks or as works for assessment. Particular emphasis will be placed on discussing Book Sprints—the methodology for creating books in 2-5 days and the lessons learned and mistakes made developing this methodology.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

Tuesday, October 11
Ada Lovelace Day

▶ 10:00 a.m.–2:00 p.m.
Thinking Prezi Workshop [DIYU; W]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Drew Banks, Prezi

Adam Somlai-Fischer, Prezi

This workshop will include a discussion around the summit topics using Prezi's shared live canvas. Sitting around with laptops open, the cross media discussion will shift from talking, to online research, to structuring and remixing ideas and material. As a result, participants will create a zoomable map of their shared take on Digital Fluencies, DIY U, Global Digital Learning.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 1:00 a.m.–5:00 p.m.
MobilityShifts Science Fair [P; D]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

The MobilityShifts Science Fairs brings the beloved grade school concept to adults. Intelligent professionals making waves with their digital media projects—research, learning models, web projects, software, experiments—share their work and welcome your feedback and ideas. Explore and engage the room that will feature such projects as Mozilla's Hackaurus, Open Badges, Web Made Movies, School of Webcraft, dontflush. me, and Smarthistory.org.

▶ 12:00–1:00 p.m.
The Cryptopticon: The New Nature of Surveillance [DF; L]
Hirshon Suite, 55 West 13th St., 2nd floor

*Siva Vaidhyanathan, University of Virginia

What we have at work in Europe, North America, and increasingly much of the rest of the world is the opposite of a Panopticon: We have a "Cryptopticon." The most pervasive surveillance does not reveal itself as surveillance or remains completely clandestine. We don't know all the ways we are being watched or profiled. We are not supposed to understand that we are the product of marketers as much as we are the market. In fact, ChoicePoint, Facebook, Google, and Amazon want us to relax and be ourselves. They have an interest in exploiting niches that our consumer choices generated. These companies are devoted to tracking our eccentricities because they understand that the ways we set ourselves apart from the mass are the things about which we are most passionate. Our passions, predilections, fancies and fetishes are what we are likely to spend our surplus cash on and thus make us easy targets for precise marketing. It's all about market segmentation. In order for marketers and vendors to target messages and products to us, they must know our eccentricities—what makes us distinct or, at least, to which small interest groups we belong. Forging a "mass" audience is a waste of time and money unless you are selling soap. The implications of the Cryptopticon are even more serious when we consider that states are engaged in the same manner of profiling and social mapping.

▶ 2:00–3:00 p.m.
Open Education: The University and The Commons [G; L]
Hirshon Suite, 55 West 13th St., 2nd floor

Matthew K. Gold, New York City College of Technology, CUNY Graduate Center

The Academic Commons. The WikiMedia Commons. The Smithsonian Commons. The Digital Humanities Commons. The CUNY Academic Commons. Recent years have seen a proliferation of "Commons" projects as many universities and academic organizations have striven to respond to the growing open education movement. Though the sites named above serve different functions for their communities, Commons projects typically provide platforms meant to foster collaboration, communication, and sharing in open online environments, thus contributing proprietary university resources towards the larger, shared goal of broad public dissemination of knowledge. And yet, as such Commons projects have begun to mature, they have provoked a variety of questions: to what extent can information be shared across these various Commons? What types of spaces do they make available, and how might those spaces suggest new models for academic collaboration and community? Finally, what responsibilities do universities have to the broader intellectual commons in an age of do-it-yourself education?

▶ 3:00–6:00 p.m.
Learning with Mobile x Printed Media Day 2 of 2 [DF; W]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Federico Casalegno, MIT

Orkan Telhan, UPenn, School of Design

This two-part workshop explores alternative models of learning using mobile media and paper-based interfaces that are augmented with computational and electronic capabilities. It intends to span new research investigations in critical cartography, citizen science, and civic media practices. Participants will be able to have hands on experience with mobile phones and paper-based media and be supported to think towards critical applications that can augment learning experiences using alternative forms of video and low-cost, massively-deployable interfaces. The workshop will involve use of a custom mobile video sharing platform designed by MIT Mobile Experience Laboratory and will work with printed interactive media designed at the Emerging Design Practices Laboratory of University of Pennsylvania. The workshop sessions will be organized around different topics and will be facilitated as design charrettes with ideation, application development, prototyping, and presentation meetings. No prior technical skills will be required to participate in the workshop.

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▶ 11:00 a.m.–1:00 p.m.
Lateral Learning for Digital Immigrants— Or, How to Help Your Educators Teach Technology Across Knowledge Gaps [DF; PD]
Hirshon Suite, 55 West 13th St., 2nd floor

Marco Antonio Castro, New New Yorkers Program, Queens Museum of Art

Yijun Liao, New New Yorkers Program, Queens Museum of Art

José E. Rodriguez, New New Yorkers Program, Queens Museum of Art

How do you teach specialized computer skills to adults who are not digital natives, and who may not even have the base knowledge about computers that so many of us take for granted? Why teach in languages other than English in an integration program? How do you teach a class to students with varying skill levels? The global labor market is in flux. Jobs move as fast as goods and ideas across borders, and people follow after them and the types of education that adult immigrants look for do not necessarily fit within the university model, and can be provided within smaller, more personal settings. This panel will address these concerns, share experiences and techniques through examples, and answer your questions and concerns about implementing such programming at institution, along with its advantages and disadvantages, and most importantly, the effect this can have on your students.

▶ 5:00–7:00 p.m.
Developing a Tablet-Based Course to Train International Advocates for Social Change [DF; W]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Lisa Dush, DePaul University

Ceasar McDowell, MIT

Travis Rejman, The Goldin Institute

This workshop will present on a pilot mobile learning course being developed by the Goldin Institute, a Chicago-based nonprofit that works internationally to build grassroots partnerships for global change. A core part of the Institute's strategy is to train "partners," community leaders across the globe who lead social change initiatives in their own communities on issues ranging from microcredit reform to the reintegration of child soldiers. In the workshop highlights of the course will be presented, giving participants the opportunity to explore the course on iPads (provided in the workshop), give feedback, and ask questions. Participants will then focus on activities related to designing mobile learning courses, with time to use some of the planning tools and heuristics presenters found most useful, to think through the design of their own mobile learning projects and project ideas.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 5:30–7:30 p.m.
Design Jam [DIYU; W]
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., Ground Floor

Steven J. Dale, Parsons The New School for Design

Eulani Labay, Parsons The New School for Design

Roddy Schrock, Eyebeam

Liza Stark, Parsons The New School for Design

PROJECT ROEBLING seeks to empower through engagement. This workshop aims to explore how a more open design-studio dynamic might begin to bridge the space between formal classroom and informal self-taught and/or peer-to-peer learning spaces. Beginning from the sense of agency involved in youth governing their own learning, presenters are not arguing for the integration of formal and informal learning; rather, they are looking to research through design what a synthesis of these might produce.

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▶ 6:30–8:30 p.m.
Assignment Book: A Conversation between Luis Camnitzer and Christiane Paul [DF; I]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Luis Camnitzer

Christiane Paul, The New School for Public Engagement

Why would a university engage in a discussion on de-institutionalized learning? Because it organizes MobilityShifts The International Future of Learning Summit! On occasion of the conference, artist Luis Camnitzer and curator Christiane Paul discuss transfer of knowledge from the academy to the street, collective research in pedagogy and artistic practices, and how the notion of "assignments" must be redefined. The talk finds its material counterpart in the exhibition The Assignment Book, curated by Christiane Paul and Trebor Scholz and presented from September 21 through October 16 at the Aronson Gallery, Sheila C. Johnson Design Center, Parsons The New School for Design.

KEY: [*] Keynote Speaker; [P] Affiliated with Policy Day; [DIYU] Learning Without a School?; [DF] Digital Fluencies for a Mobile World; [G] Learning from Global Digital Learning Projects; [D] Demo; [I] Interview; [L] Lecture; [PD] Panel Discussion; [S] Seminar; [ST] Short Talk; [W] Workshop

▸7:00-8:30 pm

Keitai Kids: Youth, Culture & Social Media in the U.S. & Japan [DF; PD]
Japan Society, 333 East 47th Street

Tomi T. Ahonen, 3G Strategy Consultant

Shin Mizukoshi, University of Tokyo, Japan

Moderator: Trebor Scholz, Eugene Lang College The New School for Liberal Arts

Cell phones (keitai), mobile media, and social media have transformed the lives of youth in Japan and the United States in extraordinary but very different ways. How does this impact education and youth culture in each country today, and what are the possibilities for the future? Do these issues look different in other parts of the world? Shin Mizukoshi, Professor of Media Studies at the University of Tokyo and a leading authority on digital culture in Japan, and Tomi T. Ahonen, one of the world's leading experts on business implications for mobile technology and the author of The Insider's Guide to Mobile, discuss youth, education and social Media. Moderated by Trebor Scholz.

▸ 7:30–9:30 p.m.

Technologists of Tomorrow: Education & Special Needs Students [DF; PD]
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th St., room 510

Mark Dzula, Teachers College, Columbia University

Jonathan Hill, Pace University

Beth Rosenberg, Pace University

John Schimmel, New York University

This panel will explore a paradigm of technological practice for students with special needs. One in six students is currently diagnosed with a developmental disability in 2011 and while reading, writing and arithmetic can prove hard for these struggling students, technology has seemed to occupy an intuitive space for many students with significant challenges. Special needs students do not need to just be consumers of technology—they can also be producers. How can we teach "digital natives" who may be exceptional exhibiting pockets of talents and extraordinary in unusual ways to be the technological producers of tomorrow? This panel will focus on examples related to two-years worth of workshops given

to special needs students utilizing DIY physical computing projects to animation to coding. The panel will also address how physical computing and the field of assistive technology can become a game changer via the development of new objects for the special needs population.

▸ 8:00–9:30 p.m.

Education (in so many words): Online Short Form Dialogue and Narrative in Learning Communities [DF; PD]
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., Ground Floor

Eunsong Angela Kim, UC San Diego

Jen Begeal, Ride5/MindFlux

K. Lorraine Graham, UC San Diego

Tara Zepel, UC San Diego

Educators have been experimenting with the potential of integrating online short form dialogue and narrative into traditional higher education settings. This experimentation coincides with a shift in the boundaries of learning, specific to questions such as 'where does learning occur,' 'what content should be taught,' and 'how is knowledge communicated?'

This panel will explore the use of online short form production as both a pedagogical tool and medium to enable creative discussion among students. This exploration is hybrid in character—part theoretical, part narrative, part performative and part experiment. Topics explored will include the changing context of educational settings, content curation, social participation across multiple platforms, and the expanding roles of student and educator.

Wednesday, October 12

▸ 10:00 a.m.–12:30 p.m.

Hacking as Learning: A Slice of Mozilla Drumbeat Learning, Freedom and the Web Festival [P; DIYU; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Last November's first-ever Mozilla Drumbeat Festival in Barcelona was an interesting experiment: gather 400 educators, technologists, "edupreneurs"/"edupunks" and innovators of all stripes to reinvent the future of learning in a carnivalesque atmosphere that mixed thought leadership with hands-on making, doing and hacking. Participants from over 40 countries and 30 different organizations gathered in a series of loosely-joined thematic groups or "tents" that allowed them to get their hands dirty on everything from designing new open educational resources, to creating educational "hyper-videos," to designing educational badges, to building their own robot. The results were, in one participant's words, "collabtastic." This session will open with a brief report-back on what worked, and then immediately move to a mini version of the Drumbeat Festival itself, with participants breaking into small groups to do some hands-on making, learning and hacking of their own.

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▸ 10:00 a.m.–12:00 p.m.

Beyond Participation: Designing Local Engagement for a Mobile Culture [DF; L]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Eric Gordon, Emerson College

There is an important distinction between participation and engagement. Participation represents action within a specific framework (i.e. clicking, texting, voting, reading); and engagement represents action within a specific framework that results in sustained attention to the subject of that framework. This distinction is even more important within a mobile culture, where people have near ubiquitous access to information and people and are perpetually poised to "participate." The design of user engagement, therefore, entails the consideration of how user participation corresponds with user attention beyond the moment of participation. Occupied spaces are both networked and local. This talk explores how technologies can be employed within a "net local" context to produce sustained attentiveness to the social, political and cultural specificity of a locality. This talk will seek to make the distinction between engagement and participation within a mobile culture and suggest some of the design implications.

▶ 3:30–5:30 p.m.
NYC Students Imagine the 2050 Classroom [DF; PD]
Hirshon Suite, 66 West 12th St., 2nd floor

Philip Courtney, Urban Arts Partnership
Stephanie Pereira, Kickstarter
Lauren Brandt Schloss, The Queens Museum of Art
Hsing Wei, Pixelated Learning
Katie Koch, Project: Interaction/pixelkated
5th grade students from PS 144 in Queens
12th grade students from New Design High School in Manhattan

What will the classroom look like in 2050? How will the traditional roles of teacher and student be reimagined? How will the open web and digital devices impact the way we learn and share information? This fall The 2050 Group, a group of thought leaders invested in exploring new models for arts integrated learning in our public education system, invited learning strategists and designers Hsing Wei and Katie Koch to lead two design workshops, one with a group of 5th graders and another with a group of high-school seniors. During an intensive workshop, students were challenged to closely examine their school environments and activities—the good, the bad, the boring, the euphoric—and drawing from that understanding, design tools that would facilitate a richer learning experience for them, and the students that will follow them.

▶ 12:30–2:30 p.m.
Multimodal Survey Research Project [DF; L]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

David Carroll, Parsons The New School for Design
Michael Schober, The New School for Social Research

This research project at The New School and University of Michigan endeavors to design a valid methodology and technology platform to deliver a multi-modal public opinion survey across the following mobile device modes: human-to-human over SMS, computer-to-human over SMS, computer-to-human over voice recognition, and human-to-human as a control. The study will be able to field test the very first trial of a public

opinion survey using mobile phone contexts and affordances. Existing research finds that respondents can be more honest when they interact with computers, especially in replying to sensitive and potentially embarrassing questions. This project will expand upon these findings by correlating across survey modes. The implications of this study are far-reaching in terms of how government and non-governmental polling agencies shall measure the public, the electorate and otherwise. It will be the first government funded research project of its kind.

▶ 1:30–3:30 p.m.
Rigorously Unprofessional [DIYU; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Liz Barry, The Public Laboratory for Open Technology and Science
Matthew Lippincott, The Public Laboratory for Open Technology and Science
Phil Silva, The New School
Moderator: Ed Keller, Parsons The New School for Design

Theory and practice. Teaching and learning. Expert and layperson. Civic science projects defy contradictions like these to come up with new ways of making sense of the world. Along the way, everyone involved gets a chance to experience the pleasure and pride of self-guided, open-ended learning. Civic science projects create opportunities for experts and laypeople to truly work together. Democracy suffers when governments rely exclusively on "experts" to help them make decisions. Civic science projects make democracy possible when complicated technical issues threaten the quality of public conversations about policy. Civic science projects are not merely "participatory." They're more than just a "way for folks to get involved." They're rigorous—and you might even say they're rigorously unprofessional. This panel discussion between practitioners of civic science explores questions that, on the technical side, center on data authentication and legal chain of custody issues in an age where measuring with precision and recording with accuracy in shareable formats is no longer a barrier for good science or admissible evidence.

▶ 1:30–3:30 p.m.
New Pedagogical Approaches for Learning with Mobile Platforms [DF; PD]
Hirshon Suite, 55 West 13th St., 2nd floor

Alisa Berger, NYC iSchool
Francesca Fay, NYC iSchool
Christina Jenkins, NYC iSchool

With Michael Wesch's work as a precedent for "digital ethnography" in an undergraduate setting, The Sixteen Project aims to investigate similar themes with high school students. A project of the NYC iSchool, The Sixteen Project is a high school course that investigates culture and coming of age from an anthropological perspective. Students collect artifacts, video footage and writings that document the story of how "16" is lived around the world. Their final project, a documentary film, is screened at the conclusion of every nine-week class. The Sixteen Project proposes new questions about the high school experience. How might learning be more intimately connected to both personal and global questions? How do students engage with "other" communities and at the same time begin to see themselves as "other"? How significant is the physical classroom environment when these investigations occur across the globe via Skype, Flickr, Google Voice and Vimeo? This panel conversation will engage the participants in this course in a conversation about these questions.

▶ 1:30–3:30 p.m.
Playful & Digital Literacy? How Digital Media Shapes Our Biographies and Fosters Transformative Learning [DF; W]
80 Fifth Avenue, room 802

Konstantin Mitgutsch, MIT/University of Vienna

This workshop will outline how learning in digital playful environments shapes the learning biographies of our youth, and will help designers and educators deepen their understanding of meaningful media usage. Participants will explore transformative learning experiences by analyzing their own personal media biographies. Based on this reflective investigation, we will introduce relevant scientific research on child development, media literacy and learning challenges in games by exploring related concepts of theorists such as Piaget, Erikson, Bateson, Kohlberg, Garnitschnig/Mitgutsch, Buckingham, etc. The qualitative study "Meaningful Learning Experiences in Video Games" conducted in 2010 at the Massachusetts Institute of Technology will be used to provide new insights into how games foster transformative learning, and following this will be a discussion of central patterns of technology-based meaningful learning. A key topic of this discussion will be the challenges to "playful literacies." Participants will explore how the context, the biography, the body of experience, the community of practice and the interpretation of the content collide in young players' lives.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 3:00–5:30 p.m.

Digital Tools for Collaborative Teaching, Learning and Research: A Small School's Perspective [G; W]
Orozco Room, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., 7th floor

Geoff Gilbert, The American University of Paris, France

Mark Hayward, The American University of Paris, France

Claudia Roda, The American University of Paris, France

This workshop will examine how the integration of digital and mobile media into teaching and research has been experienced at smaller colleges and universities globally. While the horizontal and distributed nature of digital networks is often seen as making questions of distance and scale irrelevant, this workshop aims to provide a framework for discussion which recognizes that, while these technologies have changed our experience of the world around us, the institutions in which we work continue to condition the way in which we do or don't make use of the tools available.

A smaller number of staff as well as limited financial resources for the purchasing and maintenance of information infrastructure on campus produces a very particular set of constraints when it comes to the adoption of digital media. At the same time, smaller institutions are often defined by pedagogical practice that gives space for more personalized relationships between students and faculty as well as providing the opportunity of greater collaboration across departments and disciplines. What, then, possibilities are there for digital scholarship and education at smaller institutions?

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▶ 4:00–6:00 p.m.

Global Kids Workshop [G; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Michael Foster, The American Museum of Natural History

Barry Joseph, Global Kids, Inc.

Anthony Negron, New York Hall of Science

Daria Ng, Global Kids, Inc.

In this workshop, Global Kids will provide an overview of several mobile digital tools and their educational affordances and potential for civic engagement. Innovative programs involving mobile technology will be highlighted including Global Kids and the NYPL's "NYC Haunts," where students created a location-based game on iPads to learn about local history and explore larger social issues. Another program involves the American Museum of Natural History's "Urban Biodiversity Network," where students used Android smart phones that were connected to a badging system to investigate the impact of intense human developments on urban ecology. In a third program involving the New York Hall of Science, called "C3 Pollution Patrol," students used handheld smart phones to research and report on local environmental conditions in their neighborhood, as a means of advocating for change. Workshop participants will have the opportunity to build a hands-on location-based mobile game in small groups, using the platform SVNGR and incorporating challenges, treks, and rewards. Note: Workshop demonstration will work best if participants bring their own iPhones, iPod Touch, Android phones, or Ipads, with the free SVNGR application registered and pre-downloaded from www.scvngr.com.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 4:00–6:00 p.m.

Rights, Access, Power: Mobile and Wireless Access for the People and Activism [DF; PD]
Hirshon Suite, 55 West 13th St., 2nd floor

Seeta Peña Gangadharan, Open Technology Initiative

Carlos Pareja, People's Production House

Chance Williams, Free Press

Betty Yu, Center for Media Justice

Of the 37 percent of U.S. adults that don't have high speed Internet access, the vast majority are people of color, rural, poor, migrants and refugees, and people who speak languages other than English. While some take this piece of technology for granted—for prisoners, low-income communities, immigrants, youth and communities of color—phone calls and mobile access are a privilege, not a right. In particular, Black and Latino communities are more likely than the general population to access the Web via cellular phones and need strong wireless protections. A new "digital divide" has emerged with Latinos and African Americans being the hardest hit by the recent FCC vote on net neutrality. During our interactive panel you can learn about the recent FCC vote and the laws and policies that most affect your community-and how they relate to jobs, housing, healthcare, immigration and education– as well as what tools you will need and what campaigns you can join to create social change.

▶ 4:00–6:00 p.m.

Using Mobile Technology to Strengthen Civic Engagement Between Women's Networks in Sierra Leone [G; W]
80 Fifth Avenue, room 802

Elana Langer, UNICEF/The New School for Public Engagement

This workshop is designed to support an ongoing learning exchange run by UNICEF Sierra Leone between government, NGOs, traditional leaders and women's groups. The specific topic to be address in this workshop, the use of media and mobile technology as a way to support women's networks and assist them in efforts to facilitate change, is a national focus and priority for UNICEF. The Wi Pikin (our children) network, is designed to empower women and give them a sense of agency and control over their lives and the lives of their children. By developing stronger channels of communication, these women can ensure more effective change will be possible.

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▸ 4:30–6:00 p.m.

The Beginnings of The Free University Movement [G; ST]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Kasper Opstrup Frederiksen,
London Consortium, UK

History of DIY Learning—This short talk will look at the beginnings of the Free University movement in the 1960s with two lesser-known art-activist examples, none of which were ever fully realized. This includes Alexander Trocchi's sigma project and William Burroughs's Academy 23. Their methods, goals, and obstacles for the realization of the projects will be presented, and their tactics and strategies will be compared to more recent initiatives like Copenhagen Free University, University of Openness and London Free School. This will sketch a double trajectory of alternative education and imaginary futures based on technological experimentation and innovation from the spectacle of the space age to the spectacle of cybernetic communism. Both initiatives were heavily preoccupied with knowledge sharing, pooling resources and new technologies and can be seen as predecessors to, on the one hand, tactical media interventions and, on the other, the internet and blogging activities. The talk will focus on how their ideas about changing the world and transforming the self through new technologies established a new kind of cultural practice and evaluate the relevance of this practice in struggles around education and free universities today.

Eric Kluitenberg, De Balie, Centre for Culture and Politics, Amsterdam, The Netherlands

ElectroSmog: The Quest for a "Sustainable Immobility" and the Tele-Presence Conundrum— The ElectroSmog festival was both a practical and theoretical exploration of the idea of 'sustainable immobility'—a response to global mobility out of control and the desire to use networked connections to counterbalance the exponential growth of global mobility. The aim was to investigate the possibility of staging a new type of international public gathering without the usual travel and mobility patterns attached. While the festival spurred a series of highly engaged debates, experimental projects, and remarkably few technical failures, it collided dramatically with audience dynamics. The outcomes raised serious questions about the importance of embodied encounter to galvanize public experience and exchange, and the limits of the tele-presence paradigm. Continued research focuses on a deeper understanding of the contradictions of emerging regimes of im/mobility and networked presence, which seem to hold important implications for on-line learning and distance education. The presentation aims to stimulate further discussion on the problems of networked presence in an educational context.

Respondent: Jeremy Varon, Eugene Lang College The New School for Liberal Arts

▸ 4:30–6:30 p.m.

Using Mobile Technology to Promote Historical Understanding [G; W]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Anthony Cocciolo, Pratt Institute
Debbie Rabina, Pratt Institute

This workshop details an international collaboration between the Goethe Institute and faculty at Pratt Institute on the GeoStoryteller project. GeoStoryteller is a mobile application that brings library and archival collections to the streets to enhance student learning and promote historical understanding. The first application of this platform will be German Traces NYC, a learning experience that focuses on German cultural heritage in New York City. Historical photographs and multimedia narratives detailing the history of German immigrants in New York City (1840-1945) are made available to high school students—particularly German language students—on the places where the events occurred. The aim of this project is to use the city as classroom and connect everyday places with historical and cultural contexts. The research related to this project looks to uncover if place-based learning can increase student engagement in historical topics. Note: Participants should bring smartphones or iPads and download the Layer augmented reality browser (http://www. layar.com/). Participants will be traveling to Astor Place and back to New School location within scheduled timeframe.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 6:30–7:00 p.m.

Provoke: Fostering User Involvement in Social Media
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., ground floor

Shlomo Dubnov, University of California, San Diego

Provoke is a portal that combines semantic media and social networking to facilitate group discussions on a specific topic. Originally conceived as an artistic project (operaofmeaning.com), it was used in a service-learning course on social media production for a college TV station (live. ucsdmsmashtv.com), and is currently being adopted for educational and learning applications. The technology behind the system uses shared databases on the web for public recommendation and brainstorming system. The broad environment which we are addressing is one in which the participants freely interact with one another via text messaging, as in an online social network, or chat room environment. In terms of novel cultural practices mediated by technology, the system allows training of students in peer review and critical analysis, recreating exegesis traditions that put the audience in the role of "significance givers", a practice that had shaped cultural and religious thought in the transition from oral to written collective texts in early scholastic practices.toward bottom-up creation. Our workshop will begin by isolating qualities of professional co-creative projects that cross borders and continents, spanning both physical and digital arenas. The workshop will ana

▸ 6:30–8:30 p.m.

Out of My Hands: Models of Co-Creative Making in the Classroom and Beyond [DF; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Zvezdana Stojmirovic, MICA
Aggie Toppins, MICA

This workshop will explore collaborative learning opportunities emerging from the current shift toward bottom-up creation. Our workshop will begin by isolating qualities of professional co-creative projects that cross borders and continents, spanning both physical and digital arenas. The workshop will analyze the common structures of such projects—including modularity, inclusivity, accessibility, and criticality—considering how similar models can be used to establish co-creative learning opportunities in the educational arena. In the workshop participants will then co-create letterforms assembly-line style. After the initial letter start, each person will send his/her letter on a circuit of the room, opening it up to additional development. The resulting letterforms will reflect the authenticity of the crowd. Using mobile phones, letters will be photographed and posted to Flickr at each stage of creation. Immediately following the session, workshop leaders will compose an animated piece out of all the photos taken and post it on Vimeo for discussion.

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▸ 6:30–8:00 p.m.

Free Culture and the Launch of a Student Chapter at The New School [P; DF; PD]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Jessica Irish, Parsons The New School for Design
Adi Kamdar, Yale University
Jane Pirone, Parsons The New School for Design
Michael Schober, The New School for Social Research
Moderator: John Drew, Parsons The New School for Design

Why does an allegedly progressive University subject its student body to expensive and outdated corporate technology such as Blackboard, particularly when select students and faculty members have demonstrated a capacity to build software that is already being used as a Blackboard work-around? Was it a good idea to hand over management rights of our inboxes to Google? And what exactly does the SafeConnect software do to the data on our computers after the

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University forces us to download it to our laptops? This panel pits students against key New School power brokers in a debate around these questions and more, and serves as a call to the student body to organize around these conversations and more formally challenge the institutional power structure using the free culture movement and open source education as a battle cry.

▶ 6:30–8:30 p.m.

Oyster City: AR and Place-Based Learning [DF; W]
80 Fifth Avenue, room 802

Meredith Drum, Bronx Museum of Arts/ISSUE Project Room/HASTAC

Rachel Stevens, Artist based in New York

Phoenix Toews, University of California, Santa Cruz

Oyster City, a game and walking tour enabled by an application for iPhone/iPad developed by Phoenix Toewes, makes visible, via an augmented reality browser, social, political and ecological histories of oysters in NYC. Presenters will give a brief presentation of Oyster City, and then talk specifically about investigative research into local spaces, making hidden histories visible and some basic technical and conceptual possibilities for creating media for an augmented reality, GPS enabled platform, including ways of structuring an active experience for the user/player/reader/actor. This would be in the service of creating a meaningful place-based venue for learning. Participants will be put together into small groups and be asked to make some media for augmented reality on the spot—still images, audio and text—that will tell stories of the immediate site of The New School. The media will then be integrated into the augmented reality platform.

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▶ 7:00–9:30 p.m.

Global DIY U Case Studies [P; DIYU; L]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Juan Manuel Lopez Garduño,
conecta2.com.x, Mexico

Back to Basics: Taking Education Beyond the Classroom to Restore the Social Fabric of Communities—At a time when Mexico faces community disintegration due mainly to the widespread influence of drug cartels, keeping children focused on the short and long-term purposes of education has become a major challenge for everyone involved. Any vision of the future becomes meaningless in a context of brutal executions no further than two degrees away, the rise of domestic violence, kidnappings and the never ending maze of small acts of corruption carried out at all levels of society just to make ends meet. From this critical perspective, an online resource will be presented that was conceptually designed in order to foster community values and help rebuild social capital. This online reading platform, defined as a digital education ecosystem, is meant to transform core academic social science content into a thought-provoking lifelong learning experience. In light of so many political agendas and corporate interests promoting the illusion of technology as the ultimate remedy for Mexico's education woes, we will examine the need to slow things down so that we can avoid the perfect storm brewing due to global distraction and local destruction.

Kiko Mayorga, Escuelab.org, Perú

Between Labs and Realities: Some Things to Consider While Designing For Andean Contexts—In this talk, Mayorga will review some anecdotes collected during the first three years of a school/lab called Escuelab.org in Lima, Perú. The context of the diverse and complex culture close to the Andes brings forth an impressive set of obstacles and opportunities for the techno-social interaction design related to local needs. Mayorga's experiences reveal strengths between humanity, market and nature, and the path that design and learning through experimentation have to go through to significantly land on the ground.

Janek Sowa, University of Warsaw, Poland

Free/Slow University Warsaw (in Polish Wolny Uniwersytet Warszawy; "wolny" means both

"free" and "slow") was established in 2008 by a group of theorists, artists, curators and activists to counterbalance neoliberal transformation of the public sphere in the domains of cultural expression and production of knowledge. It draws its inspiration from various traditions ranging from Joseph Beuys to clandestine universities run by Polish political activists in the 19th and 20th century to the ideas of Jacques Rancière and Ivan Illich. FSUW aims to combine autonomous learning/teaching with a construction of political subjectivity, referring strongly to the (post-)operaist practice of co-research (conricerca). Janek Sowa, a sociologist and activist associated with FSUW from its very beginnings, is going to present its past and current activities as well as its ideological background. The case of FSUW will provide a context for a more general discussion of knowledge production and dissemination in the times of cognitive capitalism.

▶ 8:30–10:00 p.m.

An Autonomous Alternative Accreditation Agency [DIYU; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St. 2nd floor

Thomas Gokey, Syracuse University

Respondent: Ed Keller, Parsons The New School for Design

In an attempt to organize the creation of an above-board, rigorous and universally recognized alternative accreditation agency, it is important to note that at present most universities act as corporate mediators, which exploit both students (in the form of outrageously high tuition) and teachers (in the form of outrageously low wages for adjuncts and TA's, etc.). The only value the university adds to this relationship is accreditation. What new liberal schools have shown us is that the corporate university is nothing but a vampiric bank exchanging one form of credit (tuition) for another (academic) and siphoning off the majority of the value for its own bureaucracy in the process. We aim to break the monopoly on credit, effectively weaponizing schools like the Art School in the Art School or the Public School to threaten the very existence of corporate universities. Accreditation is the corporate universities' weakness, if we can take that away from them then we gain control of our own schools and our own educations.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

Thursday, October 13

▸ 10:00–11:00 a.m.

Does What We Know Belong to All? The Intellectual Property Principles [P; DF; L]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

*John Willinsky, Stanford University, University of British Columbia

This lecture works from the distinctive intellectual properties that have long set learning apart from other forms of labor and invention. It argues for how these properties and principles have become legally and economically ensconced in modern life, even as the distinctions are often muddied and obscured, if not outright obliterated, by developments in academic life that seem blind to the long history of the intellectual properties of learning.

▸ 10:30 a.m.–12:45 p.m.

Rancière: Ignorance Will Have Learned [DIYU; S]
80 Fifth Avenue, room 802

Jairo Moreno, University of Pennsylvania, Department of Music

Focusing on J. Rancière's 'Ignorant Schoolmaster', the seminar discusses the importance of a critique of the "temporality of the pedagogical relation" (K. Ross, 2009) for projects of intellectual emancipation.

▸ 11:00 a.m.–12:45 p.m.

Open Access As The New School: The Practicalities of Campus Public-Good Policies [P; DF; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Opening Remarks: David Scobey, Dean, The New School for General Studies

*John Willinsky, Stanford University, University of British Columbia

This workshop will review the practicalities of formulating, implementing and growing open access policies and practices for faculty and students, teaching and research. These policies are intended to reposition the university campus as a center of greater pubic good and trust, in its very spirit of experimentation and innovation.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 2:00–4:30 p.m.

Mobile Platforms in Learning [P; DF; L]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

*Tomi T. Ahonen, 3G Strategy Consultant

When Learning Meets Mobile, Magical Things Can Happen—Mobile phones are the most widely spread technology on the planet, crossing every divide including age, affluence, even literacy. Not just smartphones, even basic phones today tend to have cameras, are able to access basic mobile web sites and offer various interactive multimedia digital apps and services. Early mobile learning services tended to be simple interactive, often SMS text messaging based reminders, quizzes, surveys and notifications. Today more advanced services are emerging and the first end-user statistics are appearing. For example mathematics lessons offered to 4,000 high school students in South Africa yielded an average improvement of 14% in their performance in the national math exams. Meanwhile in the UK, some museums got together with 100 schools to create a mobilized museum experience. The students enjoyed it so much, they spent 4.5x longer per museum visit than before, obviously in the presence of their teachers learning far more than before.

Giselle Beiguelman, University of São Paulo, Brazil

Mobile Art: From Interaction to Agency—This presentation will discuss some projects which Beiguelman thinks are showing possibilities of problematizing in a creative and critical way the uses of mobile media and of networks, pointing to new cognitive and perceptive repertoires. Special emphasis will be given to Tele_bits 2.0 (Beiguelman and Marchetti, 2010). Tele_bits is an interactive firm, with educational purposes, about the cultural impact of the telecommunications. It allowed students to interact with the images using cell phones and QR-Code readers in order to get more information as well as change the order of the film chapters. Other projects that will be featured in this presentation are: Suite4Mobile Tags (Beiguelman and Fleury, 2009) and Poetrica (Beiguelman, 2003-04). In spite of their differences, those projects aim to rethink interactivity and mobility in the field of agency, and of distributed intelligence, looking for the empowerment of their interactors, instead of being empowered by their users.

Bob Stein, Institute for the Future of the Book

Modern-day print culture portrays reading and writing as among the most solitary of behaviors. Discussion, if it occurs, takes place outside the pages—around the water cooler, at the dinner table or in other publications in the form of reviews or references and bibliographies. However, as reading and writing move from paper to mobile networked screens, documents become places where people can engage in active discussion with others.

And once people have engaged in a social reading experience the value of reading with people you trust becomes clear. More eyes on a problem or more minds collaborating potentially yields significantly better understanding of complex problems.

This talk will include a demonstration of a new social reading platform to be released in January.

▸ 2:00–4:00 pm

Transmitting Shakuhachi Online and Offline [G; W]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Moderator: Margaret Lam, University of Toronto, Canada

Kiku Day, SOAS, University of London, UK

Until recently, the shakuhachi (Japanese bamboo flute) communities outside Japan were scattered in isolated pockets surrounding players who had studied in Japan with no or little contact to other groups. Today, many players have an opportunity to exchange ideas and music online and thereby creating their own international sense of belonging to a virtual community transcending geographical boundaries.

In this workshop lead by Kiku, participants will experience what it's like to try and learn the shakuhachi when the transmission is mediated by video-conferencing technology such as Skype, contrasted with an experience of receiving instruction in real life. This workshop is meant to facilitate discussion as well as direct experiences of differences between online and 'offline' pedagogies of an ancient tradition.

This workshop will contribute to the development of a research initiative to trace the on-going development of a particular online shakuhachi since its days as a simple list-serv to the future directions it is taking.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

▸ 4:00–7:00 p.m.
Tracing Provenance: Producing Objects "By Hand" by Digital Inscription [DIYU; W]
80 Fifth Avenue, room 802

Daniela Rosner, UC Berkeley

This workshop explores the idea of designing for provenance—foregrounding and extending meaningful traces of creation, time and use. From piezoresistive fabrics to leather and wood, we will look at how materials wear and evolve to communicate our interactions across time. Central in these explorations will be the Spyn technology, mobile phone software that associates digital records (audio/visual media, text, and geographic data) with physical locations on handmade fabric. By diving into a particular set of materials through both theoretical and hands-on work, participants will learn how to evaluate material constraints and examine new opportunities for design.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 4:30–6:00 p.m.
Blending Digital Literacy and College/ Career Readiness for NYC High School Students [DF; PD]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Jonathan Finkelstein, LearningTimes

Matt Mervis, AE Communications, Ltd.

Michael Preston, Department of Education's Office of Postsecondary Readiness, Columbia University

This panel will present DIG/IT ("dig it"), an innovative, blended-by-design course in digital literacy and college and career readiness developed by the NYC Department of Education's Office of Postsecondary Readiness and LearningTimes. The course resides in a social and fun community learning space where students complete quests, earn badges, and level up as they acquire the skills to Live, Learn, Earn, and Play online and get ready for life after high school.

The program is being implemented across NYC's transfer high schools, which are small, academically-rigorous, full-time high schools designed to re-engage students who are behind in high school or have dropped out. Panelists will discuss the current landscape of NYC schools, new technologies and pedagogies, and a planned mobile version of the course that takes advantage of the features of mobile devices and activities students can complete outside the school environment

▸ 4:30–6:30 p.m.
Aesthetics and Activism in Working with Youth: In Palestinian Refugee Camps & The United States [G; L]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Nitin Sawhney, The New School for Public Engagement

Youth DIY Cultures and Participatory Learning in Conflict: Lessons from Digital Storytelling and Kite Cultures in the Palestinian Territories—What forms of creative DIY cultures and participatory learning thrive among children in impoverished, marginalized and conflict settings? How might one foster new pedagogical approaches using digital media and collaborative production in such contexts? What effect if any could such initiatives have on cooperative learning, resilience and civic agency among participants?

This talk will draw upon lessons learned from Voices Beyond Walls, a multi-year program of digital storytelling and media production conducted with Palestinian children and youth in refugee camps in the West Bank, East Jerusalem and Gaza since 2006. Excerpts from short films produced by the youth and preliminary outcomes from a pilot study will highlight the role of multimodal curricula, participatory media and field-based urban learning in such challenging contexts. We will also explore the DIY culture of kite making and flying among youth in Gaza as captured in Flying Paper, a documentary film currently under production.

Finally, we will examine a prototype mobile video tool called Aago, designed in conjunction with the MIT Center for Civic Media, to foster creative storytelling and citizen journalism among youth media makers in marginalized communities. We will share some early experiences from its usage among inner-city youth in the Boston area, as we consider wider adoption in global settings.

Chris Csikszentmihályi, Computing Culture Group, MIT Media Lab

Aesthetics and Activism in Technology Education—The ethical dimension of technology education is often dissimulated, lost in the focus on instrumental and commercial interests. As a result, an individual student's ethical sensibility is formed as tacit knowledge, in a rich stew of social, cultural, and individual experiences and influences. Peer- and field- based aesthetic sensibilities—which contribute to what constitutes interesting or reasonable problems—have at least as much influence as formal programs or curricula in defining the range of possible innovations a student might aspire to develop. Drawing from 12 years of participatory research in engineering institutions, this talk will contrast programmatic and aesthetic aspects of technologists' identity formation, and then further compare these with the recent socio-technical movements of DIY, design for development, and social entrepreneurship. If, as the presenter argues, aesthetic formation can influence our design of technology, one role of activist technologists is to mindfully produce technological aesthetic movements as companions to social movements.

Molly Wright Steenson, Princeton University

To the First Machine That Can Appreciate the Gesture—Nicholas Negroponte and the Architecture Machine Group (ArcMac) at MIT, founded in 1968, introduced computer science to architectural education and spatial reasoning to artificial intelligence (AI). Never a single entity or thing, Negroponte described the laboratory as "… chronologically become a book, a minicomputer, a family of minicomputers, a small curriculum, a computer ethic, another book, and a catch-all for a variety of papers." ArcMac's experiments developed a cognitive model of the human user, providing the computer with tools—interactive sensors, effectors, and programs—that could help it understand its user and its user the computer in return, and then would cycle its learnings back into the group's pedagogy and methods. But also, ArcMac reflected and benefited from the same military-industrial-academic relationships and funding that the AI community did. With these elements in mind, considering Negroponte dedicated The Architecture Machine "To the first machine that can appreciate the gesture," what might that gesture mean?

▸ 5:30–7:00 p.m.
Learning with Mobile Media [DF; L]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

*Mimi Ito, University of California, Irvine

Learning with Social and Mobile Media: The Positive Potential of Peer Pressure and Messing Around Online—Today's social and mobile enables learners to connect with expert peers, learning resources, and online audiences. Whether it is gaming, sports, or fan fiction, kids are turning to the networked world for sources of knowledge and to engage with communities of interest. Research found that social and mobile media can be a powerful driver of interest-driven, peer-based learning, but uptake is diverse and uneven; very few kids or educators were taking full advantage of the learning potential of new media. This talk will describe different genres of informal and peer-based learning that are supported by today's networked environments, and how they relate to diverse learning goals.

*Shin Mizukoshi, University of Tokyo, Japan

Boring Big Class and Keitai: From Media Literacy to Mobile Storytelling—Around 2000, Japanese mobile industries released some of the earliest versions of mobile Internet services, which allowed people to access online applications such as games, music, ticket booking systems and books, and to also generate their own content. Within the next decade, mobile phone industries and users reciprocally developed a unique mobile phone culture, under the vertical integration of mobile carriers promoted as a governmental policy.

Since then, there have been discussions about the media literacy for keitai ("mobile phone" in Japanese) in Japan. Most of them are protectionisms for children against keitai's harmful influence. Others are rosy techno-oriented perspectives admiring smart phones'

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innovation. However, they need more complex and fundamental examination to build up the mobile media literacy.

Mizukoshi will examine the range of mobile media literary by presenting programs on culture and literacy of keitai in Japan, and will discuss the possibilities and challenges of his keitai workshop, developed by his research project, "MoDe (Mobilizing & Designing) Project" http://mediabiotope.com/projects/mode

▶ 6:30–8:30 p.m.
Making Connections: Using New Media to Create Authentic, Engaging Collaborative Learning Environments [DF; W]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Michael Wesch, Kansas State University

From the massive success of Wikipedia to the virtual volunteer efforts in crises around the world, "crowdsourcing" and online collaboration have proven to be an effective means of working together. A wide variety of free tools are available to be leveraged to empower your students and even strangers around the world to collaborate with you to do research and solve real problems. This presentation will look at ways to use these tools, not just in a technical sense, but also in the "social structural" sense of how to set up a social structure that encourages effective cooperation to reach goals.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 7:00-8:30 pm
Learning In, With and For the Social Web [DF; PD]
Goethe-Institut New York, German Cultural Center, 72 Spring St., 11th floor

Jan-Hinrik Schmidt, Hans-Bredow-Institute, Germany

Trebor Scholz, Eugene Lang College The New School for Liberal Arts

The Social Web has substantially lowered technological barriers for self-presentation, interaction and information management. Popular discourse stresses the fluency and effortlessness with which adolescents and young adults navigate

and apply these new spaces and tools. However, the "digital native" myth rather obscures the fact that a responsible, self-determined and reflected use of digital media requires various skills and knowledge. The presentation will identify main practices of social web use, their connection to developmental tasks of adolescences, and their consequences for social networks and public spheres. It will then discuss critical skills needed to navigate these social worlds (which bridge the "virtual" and the "real") and suggest strategies and mechanisms to foster learning in, with and for the social web.

▶ 7:30–9:30 p.m.
Urban Research & Mobile Media [DF; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Jess Irish, Parsons The New School for Design

Victoria Marshall, Parsons The New School for Design

Shannon Mattern, The New School for Public Engagement

Jane Pirone, Parsons The New School for Design

Vyjayanthi Rao, The New School for Social Research

This panel discussion plans to articulate the possibilities and challenges of urban research in utilizing mobile formats for participatory engagement both inside and outside the classroom. As Urban Research Toolkit (URT) is being developed to maximize the benefit of two primary interfaces—web and mobile—panelists will present and discuss how information can be gathered, cross-reference and annotated amongst a wide community of citizens and researchers. The panel will showcase a collaborative, interdisciplinary project being developed both on mobile/web platforms to support the urban themed curricular, pedagogical and research at the New School University, as well as specific examples of student engagement and multi-disciplinary application.

▶ 7:30–9:00 p.m.
The Ghana ThinkTank—Developing the First World [G; L]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

John Ewing, Ghana ThinkTank

Christopher Robbins, Ghana ThinkTank

What are the hidden assumptions behind international development? How may the frictions inherent in cross-cultural exchanges be creatively exploited rather than silenced? Artists and Ghana ThinkTank founding members John Ewing and Christopher Robbins discuss recent projects by this worldwide network of think tanks, seeking to reverse the customary flow of knowhow by asking developing countries to solve problems in the "developed world." The network began in 2006 with think tanks from Ghana, Cuba and El Salvador, and has since expanded to include Serbia, Mexico, Ethiopia, Iran, Afghanistan and a group of incarcerated girls in the U.S. Prison system. These think tanks analyze problems and propose solutions, which are put into action back in the community where the issues first originated—whether they seem impractical or brilliant.

Having been hired by the Vera List Center for Art and Politics to solve the problems posed by the MobilityShifts International Future of Learning Summit, their talk focuses on the surprising solutions that have come out of this process, and its relevance to the concerns around digital education raised during the conference.

▶ 7:30–9:30 p.m.
Wikilearning & Social Equality [G; PD]
80 Fifth Avenue, room 802

Teemu Leinonen, Aalto University School of Art and Design, Finland

Juha Suoranta, University Tampere, Finland

Tere Vaden, University of Tampere, Finland

The public libraries, Folk High Schools, low threshold in entering universities by no fees and student democracy are all historical examples of the "wikiness" of the Nordic educational system.

Along with these new wikilearning services, however, there is a pressure to terminate many of the traditional "wiki"-features of the system: introducing tuition fees in universities, new forms of management and governance of the universities and limiting academic freedom. In the most critical analyses the system has been claimed to be in a fast move to the direction of academic capitalism where knowledge is primarily a commercial good. The panel discussion will introduce the wikilearning idea in a wide social and cultural context and facilitate critical discussion on the free content and free software enabling wikilearning. With examples from scholarly discussion in Scandinavia and Nordic countries panelists aim to formulate some key thought on how to reinvent learning for social change. The objective of the panel discussion is to produce a mini-manifesto on wikilearning and social equality.

▶ 8:00 p.m.

PROJECT SHIFT
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St.

PROJECT SHIFT is a multidisciplinary, multi-media performance piece, which addresses the future of technology in learning. The piece will connect educators, youth groups, and artists from across the United States using the technology of today to create a performance exploring the methods of educating the youth of tomorrow.

PROJECT SHIFT's creators are a number of groups around the United States, who communicated through video chat, blogging and forums to generate a conversation that could be adapted into a live, interactive piece. Dialogue participants include youth and educators from Artists for Humanity (Boston), the I Have a Dream Foundation (New York City), the Institute for Urban Education (New York City), TRACE (Chicago), and Urban World (New York City). During the performance, the audience will be actively engaged in selecting the order of the piece, which will include video, sound, poetry, and physical movement. Select youth from the above mentioned programs will perform, along with NY based artists.

For more information, visit www.mobilityshifts.org/theater

▶ 9:00–11:00 p.m.

Mobile Identities and Community Mobilization: Collaborative Digital Theater in Transnational Communities [DF; PD]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Tasha Darbes, New York University

Agrippino Flores, La Uñion

Nari Kim, New York University

Chloe Smolarski, Hunter College

This panel will discuss two collaborative digital theater projects in ESL classrooms and transnational communities, in which educators and multimedia makers worked collaborated with ESL students to write, act and direct digital videos that would be used to inform and engage their larger community. The students produced DVD's and online video on topics such as the exploitation of immigrant labor and how to fight back, deadbeat landlords and asthma, and date rape. Each participant will speak on their contributions and perspectives, from both practical and theoretical standpoints. 'Mobility' will also be examined, in regard to 1) mobile identities which are explored through the use of theater and creating and inhabiting characters; 2) mobile media, especially in sites where access to broadband and the tools of media production are limited; and 3) how media can be used to mobilize and create community. Panelists will also connect collaborative digital theater to the context of transnational communities, which need to foster fluencies in negotiating multiple and fluid identities, in maintaining connection to community amidst displacement, and enacting the social and linguistic mobility which are sought in English language classrooms.

Friday, October 14

▶ 9:30–11:30 a.m.

Book/Ends?: Rethinking Scribal in the Digital Age [P; DF; PD]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Michael Pettinger, Eugene Lang College The New School for Liberal Arts

Elaine Savory, Eugene Lang College, The New School for Liberal Arts

Dan Visel, Institute for the Future of the Book

Oz Frankel, The New School for Social Research

This panel discussion address important interactions between scribal and digital media. Presentations address the publishing history of an AngloSaxon manuscript, Junius 11, the "postmodem" in scribal form in the work of Caribbean poet Kamau Brathwaite, and the work of Ted Nelson, U.S. inventor of hypertext, left frustrated by the Internet's abandonment of his vision. Each of these very different examples provides important evidence of the complex evolution of conventions over time and in different places with regard to the delivery of language and images, whether it be from oral to scribal, or scribal to digital. Digital media changes fast, which can leave data marooned on obsolete software or hardware, whereas the book lasts as long as paper and ink, (like Anglo-Saxon manuscripts). But widespread digital delivery of text is so quick and relatively cheap that there are understandably constant rumors of the death of the book as a popular artifact. This panel will generate grounded discussion of a very important cultural interface in our time, framed by the history of other changes in transmission of information.

▶ 10:00 a.m.–12:30 p.m.

Emerging Learning Environments [P; DF; L]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Opening Remarks: Stephanie Browner, Dean, Eugene Lang College The New School for Liberal Arts

*Michael Wesch, Kansas State University

From Knowledgeable to Knowledge-able: Building New Learning Environments for New Media Environments—The new media environment can be disruptive to our current teaching methods and philosophies. As we increasingly move toward an environment of instant and infinite information, it becomes less important for students to know, memorize, or recall information, and more important for them to be able to find, sort, analyze, share, discuss, critique, and create information and knowledge. They need to move from being simply knowledgeable to being knowledge-able. This "knowledge-ability" is not simply a skill set as implied by the "21st Century Skills" movement, but a way of being in-the-world in which people recognize and actively examine, question, and even re-create the (increasingly digital) structures that shape our world. Knowledge-ability must begin with the recognition that new media are not "just tools" but new ways of relating to one another that entail disruptive changes in economic, social, and political structures. This presentation explores what knowledge-ability needs to be, why it is important, and how education can and must change to foster the forms of knowledge-building, epistemology, and self-understanding we need.

*Lev Manovich, Software Studies Initiative, UC San Diego

Data Literacy and Cultural Analytics—The joint availability of numerous large data sets on the web and free tools for data scraping, cleaning, analyzing and visualizing enable potentially anybody to become a citizen data miner. But how do we enable this in practice? What are the necessary elements of "data literacy"? How do we inspire students in traditionally non-quantitative fields (art history, film and media studies, literary studies, etc.) to start playing with big data?

One the limitations of the existing popular data analysis and visualization tools is that they are designed to work with numbers and texts—but not images and video. To close this gap, In 2007 Software Studies Initiative was established (softwarestudies.com) at University of California, San Diego. The lab's focus is on development of new visualization methods particularly suited for media teaching and research. This presentation will show a sample of the lab's projects including visualization of art, film, animation, video games, magazines, comics, manga, and graphic design. The lab's image sets range from 4535 covers of Time magazine to 320,000 Flickr images from "Art Now" and "Graphic Design" groups, and one million manga pages.

In September 2011 ImagePlot was released—a free software tool that visualizes collections of images and video of any size. Manovich will discuss how ImagePlot is used in classes with both undergraduate and graduate students to create collaborative projects which reveal unexpected cultural trends and also make us question our existing concepts for understanding visual culture and media.

▶ 10:00–12:00 p.m.

Shifting the University: Tactics to Revamp Sites of Institutional Learning [DIYU; PD]
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th St., room 510

Catherine Dumas, *State University of New York, Albany*

Megan Fulweiler, *The College of Saint Rose*

Jennifer Marlow, *The College of Saint Rose*

Kim Middleton, *The College of Saint Rose*

When DIY platforms that celebrate peer-to-peer learning, participation, and consumer-created content are domesticated within existing educational institutions, then, existing models of knowledge and production are reified and reproduced. The presenters theorize the modern university as one comprised of an array of sites, each of which offers unique opportunities—as well as obstacles—for imagining how digital media can transform learning practices. Each presenter will identify a specific site for intervention and institutional revamping: the classroom, the library, online textbooks, and administration, and offer site-specific strategies for enacting

and embedding a critical consciousness of contemporary knowledge production. Finally, the presenters will engage the audience in a whiteboard brainstorming session in order to produce a "toolkit" of specific practices and tactics for shifting institutional structures vis-à-vis the DIY and Edupunk cultures that proliferate just beyond the university walls.

▶ 11:00 a.m.–1:00 p.m.

Collaborative Student-Centered Pedagogies for Cross-Disciplinary Mobile Apps [DF; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Laura Gillespie, *University of Baltimore*

Julie Gilliam, *University of Maryland*

Elizabeth Nix, *University of Baltimore*

Anastasia Salter, *University of Baltimore*

This panel will share different case studies that exhibit collaborative student-centered pedagogies for mobile apps. In one case, three mobile applications for public history learning were researched and developed by students, which reflect both cross-disciplinary collaboration and outcomes, and themselves can be used as learning tools in and outside the classroom. Another case will share the development process of an augmented reality game framework for historic sites and design framework for Harpers Ferry National Historical Park. A third case involves both instructors and students in the field of social work who develop a collaborative resource center incorporating information and tools for note-taking and learning in assessment, diagnosing, treatment-planning, intervention, research methods and clinical supervision. The content is designed on a mobile platform for easy integration into real-world settings and allows for the individual student to build a resource structure that extends and reflects their own learning and cognition processes.

▶ 12:00–2:00 p.m.

Free iPads!?: Scalable Digital Pedagogies for Undergraduate Education [G; PD]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Hasan Elahi, *University of Maryland*

Tiffany Holmes, *School of the Art Institute of Chicago*

Elizabeth Losh, *Sixth College at UC San Diego*

Adam Trowbridge, *School of the Art Institute of Chicago*

Jessica Westbrook, *School of the Art Institute of Chicago*

This panel will debate the pros and cons of new courses of study that aspire to engage digital pedagogy with the goal of establishing computer literacy and social engagement. Contemporary digital pedagogy incorporates contemporary teaching strategies and novel learning tools. New courses designed to teach computer literacy often feature collaborative learning, intellectual problem solving, rigorous assignments, direct links to global contexts, as well as effective assessment and reporting to improve outcomes for students. The purpose of the panel is to define digital literacy for undergraduate students, share curricular assignments and methods, and examine the varied ways in which such literacy requirements either dilute or enhance undergraduate education. Each member of the panel will provide a case study of an educational course, or set of courses that aims to enhance digital fluency in an expanded undergraduate population, followed by a discussion and brainstorming session focused on how to enhance classes that demand students to expand their own notions of computer literacy.

▶ 12:00–5:00 p.m.

Scrapyard Challenge [DIYU; W]
80 Fifth Avenue, room 802

Jonah Brucker-Cohen, *Parsons The New School for Design*

Katherine Moriwaki, *Parsons The New School for Design*

The Scrapyard Challenge Workshops are intensive workshops co-developed and co-led by Jonah Brucker-Cohen and Katherine Moriwaki where participants build simple electronic projects (both digital and analog inputs) out of found or discarded "junk" (old electronics, clothing, furniture, outdated computer equipment, appliances, turntables, monitors, gadgets, etc..). So far the workshops have been held 46 times in 14 countries, on 5 continents with 3 different themes including the MIDI Scrapyard Challenge where participants build simple musical controllers from discarded objects and "junk," DIY Wearable Challenge where they create wearable tech projects from used clothing, and the DIY Urban Challenge where they work on public space interventions and other projects. The MIDI Scrapyard version includes a mini workshop where participants build simple drawing robots or "DrawBots" with small, inexpensive motors, batteries, and drawing markers that can also be connected to Serial or MIDI interface. At the end of the day or evening, the workshop participants have a small performance, concert, or fashion show (depending on the workshop theme) where they demonstrate and present their creations together as a group. No electronics skills or any experience with technology is necessary to participate in the workshops.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

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▶ 12:30–2:30 p.m.

Mobilizing the Shift: Edu-Factory and The Struggle Over Knowledge in An Age of Cognitive Capitalism [DIYU; PD]
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th St., room 510

George Caffentzis, Midnight Notes
Max Haiven, Edu-Factory Collective
Elise Thorburn, Edu-Factory Collective

Our task to chart the ways the "knowledge economy" and "cognitive capitalism" and to follow and network struggles within and beyond the university have fundamentally reshaped the university as a political, economic and social institution and space. Today, in a digital age while the factory has not disappeared (indeed, it has globalized) the university has become one of the most important sites where social, economic and political power convene to shape the world, and where new struggles crystallize. Edu-factory aims to locate digital(izing) teaching and learning within this paradigm shift and to outline the ways cognitive capitalism both preys upon and opens up new spaces for digital creativities and affinities. The panel discussion seeks to open a window onto some of the common struggles educators and students are facing as the introduction of new technology changes the game in and around what we once knew as the university. This panel will convene a variety of perspectives on struggles within the knowledge factory from members of the Edu-Factory Collective and their theoretical and political allies and interlocutors. They will be joined by other members of the Edu-Factory Collective from around the world via video-conference link who will share short reports on their struggles in places including Italy, Tunisia, India and China.

▶ 1:00–3:30 p.m.

From The Digital Public Library to The Media Art Archive [P; DF; L]
Wollman Hall, Eugene Lang Building,
65 West 11th St., 5th floor

*John Palfrey, *Harvard Law School*

A Future for Libraries —In an era of Google and Amazon and ubiquitous mobile devices, there are doubts about whether we need libraries anymore. The physical spaces that hold books and other materials in analog formats seem quaint and, worse, perhaps a waste of money. Never before have we had greater need for libraries and librarians than in the digital-plus age, a hybrid era in which the big challenges include navigating the enormous amounts of information, of varying quality, in which we can get swamped. This talk will argue that we need to build a digital public library in America that will join together with other such national digital libraries around the world, and which will support public and private libraries alike as we remake them for a new age of information, creativity, and access to knowledge.

*Oliver Grau, *Danube University Krems, Austria*

Media Art Needs Histories and Archives–New Perspective for the Digital Humanities—Over the last thirty years Media art has evolved into a vivid contemporary factor, Digital Art became the art of our time but has still not arrived in the core cultural institutions of our societies. Although there are well attended festivals worldwide, well funded collaborative projects, numerous artist written articles and emerging database documentation projects, media art is still rarely collected by museums, not included or supported within the mainframe of art history and nearly inaccessible for the non northern public and their scholars. Thus, we witness the erasure of a significant portion of the cultural memory of our recent history. It is no exaggeration that we have to face a total loss of digital contemporary art and that works that originated approximately 10 years ago can normally not be shown anymore. The aim of the talk is to create an understanding that the present image revolution, which indeed uses new technologies and has also developed a large number of so far unknown visual expressions, cannot be conceived without our image history.

*Rolf Hapel, *Aarhus Public Libraries, Denmark*

Rethinking the Public Library in the Networked Society—The public library has for decades been said to be on threshold of extinction. The challenges are obvious, digitization and broadband penetration, mobility in exchange of knowledge, e-books and e-readers, social technologies and software are all potential threats to the traditional business model of the public library. Based on Danish experiences this talk will highlight some of the models for the development of public libraries, relevant for the 21st century society and show examples of innovative services and transformative processes and practices founded in a paradigm of societal awareness combined with cutting edge technologies.

▶ 1:00–2:00 p.m.

Storytelling, Interactivity and Engagement: An Introduction to The Mother Road [DF; L]
80 Fifth Avenue, room 529

Erin Reilly, University of Southern California

In this short talk, I will share my personal story of traveling cross-country on Route 66 as the catalyst for developing The Mother Road, a travelogue platform that explores the relationship between curation and user-generated content. Authored tour guides combine with travelers' tales geo-tagged to the location to learn of its folklore or anecdotes, historical or hysterical, and the people that make up the place. This is an exploration into transmedia storytelling and encourages users to learn how to map a transmedia story and build on the stories that came before. And in return, more fully understand how their contributions add value and helps shape the spaces we traverse.

▶ 1:30–3:30 p.m.

Publishing Disruptions: Extra-Institutional Publishing Tools [DIYU; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Morgan Currie, University Amsterdam/Institute of Network Cultures, The Netherlands
Sam Gould, Red76/School of the Museum of Fine Arts Boston/Institute of Contemporary Art at the Maine College of Art
Amanda Hickman, Document Cloud
Michael Mandiberg, College of Staten Island, CUNY
Simon Worthington, Mute Publishing

To address what Geert Lovink calls the 'sublime stagnation' of academic publishing, this panel will present new platforms and tools for authors interested in publishing outside of traditional academic infrastructures and in exploring more open formats and licenses. This panel demonstrates that in addition to being practical instruments, new methods of publishing can provide a proactive critique of existing institutions and information channels. The panel will focus on how scholars and educators can work with producers beyond academe to develop tools suitable to their needs, and to consider the political importance of these alliances. The discussion will therefore consider 'open' vs. proprietary publishing flows, including software and the legal instruments that shape the life of a text. Panelists will share information on how scholars can engage with programmers, designers, artists, and IT administrators.

▶ 2:30–4:30 p.m.

Open Education: A Student Perspective [DIYU; PD]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Lula Brown, Eugene Lang College The New School for Liberal Arts

Melissa Campbell, Eugene Lang College The New School for Liberal Arts

Dorry Funaki, Eugene Lang College The New School for Liberal Arts

Polly Mosendz, Eugene Lang College The New School for Liberal Arts

Hanna Sender, Eugene Lang College The New School for Liberal Arts

Current technologies have lined students up in bated anticipation for a truly open university. But in order to accept Open Access, Open Education or Open Learning we must first recognize the distinctions between having access to information and having access to an understanding or education of something. How we learn has become just as important as where or what we learn. The option of learning is abundant on the Internet, yet the possibilities of education are crushed within the broken system. An open university does not only apply to the idea of free and accessible information—it applies to the openness in its participants.

The panel will discuss their experiences with open access in the classroom and the university from the students' perspectives. By looking at personal anecdotes as well as other institution's precedents (MIT's OpenCourseWare, The Berlin Doctrin) the panel will examine questions such as: Where has it worked? Where is lacking? What assumptions are being made by both teachers & students when it comes to digital proficiency? Should we be using open materials exclusively?

Questions of practicality and cost will be addressed. A hardcover textbook is often several hundred dollars. But if we had the ability to print on demand an edition that is relevant to our studies for fewer than fifty dollars then the entire educational textbook system would change. Websites like scribd.com provide ondemand texts, yet the legality of their use is questionable. Is it a professor's imperitive to provide free and legal access to materials? Or is the 'access' in the

hands of the students? Do the students think the school should make a financial investment, even if it means a tuition increase?

By examining the cultural history of Open Education the panel will address why open access and open education are so crucial in the university setting, and how they want to see it implemented in the context of their own education.

▶ 2:30–3:30 p.m.

Capturing and Making Public Hopes and Fears for ICT [P, DF; L]
80 Fifth Avenue, room 529

Janna Anderson, Elon University/Imagining the Internet Center

The Pew Research Center has a longstanding research project focused on The Internet and American Life. Pew Internet is currently fielding the 5th in a series of surveys on the Internet. This year, the survey contains expert-informed qualitative questions about technology's future influence on such areas as youth and human potential, higher education, and money. The session will present highlights of trends in key technology indicators over time and will invite audience participation in a discussion of the current survey's eight topics. Participants will also be invited to take the survey themselves, where their responses will inform the broadly-disseminated Pew research report later this academic year.

▶ 3:00–5:00 p.m.

Verb Lists—Knowledge Done Again [DIYU; W]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Trine Fiis Sørensen, University of Copenhagen, Denmark

Sidsel Nelund, University of Copenhagen, Denmark

The workshop explores the physical aspects of learning and the relationship between bodily interpretation and text. By translating seminal texts on learning into literal body movements, the presenters wish to physically unfold the discourse of the current focus on learning in art. As learning processes and institutional power relations are changing these years it seems pertinent to investigate how these changes effects our bodily behavior. The aim of the exercise is to reflect upon

the expectations that such a focus demands of our bodies and of our physical performance by asking: what type of verbs is in power (active, passive, fast, slow)? How do these verbs shape the actions of our bodies? The actions of the workshop is developed verb lists, which will be handed out and undergo a number of transformations during the session. Participants will be divided into two groups and will physically enact the verbs. The enactments will be video recorded and swapped with the other group, which will observe the movements and compile a new list of verbs based on the enactments. As such, the workshop will oscillate between text and movement, thought and action, theory and practice. By the act of reframing knowledge into literal body movements and inviting the participants to go through this process, presenters hope to create a reflexive and critical discussion about the tactile side-effects of what has been coined 'the educational turn'.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 4:00–6:00 p.m.

The Library in Your Pocket: Library Tech Development and DIY Learning [DIYU; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Kim Dulin, Harvard Library Innovation Lab

Linda E. Johnson, President and CEO, Brooklyn Public Library

Deanna Lee, The New York Public Library

Shannon Mattern, The New School for Public Engagement

Libraries, in their dual—and often precariously balanced—commitments to cultural uplift and cultural outreach, have long been, at least in theory, places of self-directed, DIY learning. Yet as materials once available only in the stacks have become ever more accessible in people's homes and in their pockets, libraries' strategies for cultural outreach, and for supporting patrons' self-education, have evolved. Meanwhile, international organizations are using technology to

bring libraries to regions of the world where they had been scarce. And many of these initiatives are creating new opportunities for patrons to do things with or contribute to material in libraries' collections. This panel examines how three different institutions—a public library, an academic library research unit, and a global aid organization—are helping to reshape the information ecosystem and creating new roles for themselves within it.

▶ 4:00–7:00 p.m.

Libraries, Access to Knowledge, and Self-Learning: From the Library of Alexandria to aaaaarg.org [DIYU; ST]
80 Fifth Avenue, room 529

Christine Madsen, Bodleian Digital Library Systems and Services

This short talk will specifically address the role of the library in the history and future of DIY learning. The library has long been one of the most important centers for DIY learning, but is currently under threat (closures, budget cuts), stemming from a general misunderstanding of what it is that libraries do. If this image of the library as a 'warehouse of information' or 'storehouse of knowledge' persists, though, they will cease to be useful and essentially die. The presenters will discuss the bright future that is awaiting libraries if we think of them instead as dynamic institutions for unstructured learning. Libraries (both public and academic) are spaces for the creation of something new—they are places that should focus on people, not on content. This presentation will include brief examples of innovative libraries that represent a bright future as well as a few cautionary tales.

Henry Warwick, Riverson University, Toronto, Canada

This talk will explore how an eBook collection such as the one described in The Alexandria Project (basically an organized hard drive filled with eBooks that is traded through trusted sub rosa networks), could positively impact a DIY education system for independent scholars. Matters of the ethics of academic publishing, as academics are already paid to produce research, will be

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KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

brought up. Also, curation and canon building are important—where such a system creates its own canons through fields of interest and preference, and how it operates in concert with online libraries, especially systems like archive.org, AAAAARG.ORG, and avaxsearch.com/avaxhome.ws. The theories and ideas being generated in the Access to Knowledge (A2K) Movement will be used as a lens for discussion in this regard as The Alexandria Project and A2K theory sit at the heart of much DIY education.

Suzanne Lettrick, G.L.E.A.N.

This talk synthesizes research from many disciplines (i.e. neuroscience, architecture, education, medicine, and technology) in order to understand how environment affects human physiology, and how this, in turn, propels the mechanism of learning within human beings. Research shows that a learner's engagement with his or her environment sculpts the brain; therefore, it is important for societies to seriously contemplate this fact and to craft environments that spark intrinsic learning mechanisms and that promote desired, and aligned, learning goals. The research is synthesized to articulate a new, outrageous architecture for learning so we can envision how such a space would function and look if it were created in alignment with the biological ways that humans construct knowledge. This public "space" for learning—which is a radical replacement proposal for today's outmoded library—links all forms of environment, giving room even to those beyond the 21st century, in order to facilitate immediate, integrated, and immersive learning for people worldwide.

Edward Remus, Platypus Affiliated Society

The public library system implies a contract of cultural and intellectual access: An individual enjoys the right to access a physical copy of almost any work for a limited period of time, and—ideally—said individual will never face copyright as a barrier of access. Digital media vastly expands the horizons of freedom of access to knowledge and culture as digital copies can be reproduced infinitely and enjoyed by millions simultaneously. Yet our social contract has not been substantially renegotiated to unleash the emancipatory potentials of the shift from print to digital. Studies suggest a kind of Napster moment for ebook piracy while the publishing industry learns from the record labels' mistakes. The Left

found itself nonplussed by Lawrence Lessig's exclusion from the circles of power and by the dubious implications of Google Books. Robert Darnton's Enlightenment-infused mini-manifesto inspired misplaced hopes that the Digital Public Library of America might evolve into a struggle for radical overhaul on the scale of William Fisher's Alternative Compensation System.

Moderator: Joseph Heathcott, The New School

▶ 5:00–7:30 p.m.
The Future of Learning: Academic Publishing, Peer to Peer Grading and Text Books [DIYU; L]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

*Geert Lovink, Hogeschool van Amsterdam, University of Amsterdam, The Netherlands

Do-It-Together: Digital Publishing Experiments at the Institute of Network Cultures—Just as its enthusiasts say, the digital revolution has empowered individuals to create and publish their own content through cheap, easy-to-use tools and platforms. But there are a few complications. To explore this perplexing landscape—and reacting to the often slow and conservative arena of academic publishing—the Amsterdam-based Institute of Network Cultures (INC) has developed a number of publishing series of its own. This lecture gives an overview of INC's practice-based research into different publishing strategies: free newspapers, open access journal software, a book series in collaboration with a traditional publisher (NAi), digital typography experiments, print-on-demand offerings through Lulu and the Expresso Book Machine and various reading platforms from pdf and HTML 5 to e-pub and Scribd. This initiative is ultimately a political project: perhaps to confound older systems that are starting to crumble anyway, while in the meantime building alternative, sustainable models for free cooperation and knowledge production.

*Manu Kapur, Learning Sciences Lab, National Institute of Education, Singapore

Interactive & Digital Media in Education: Stories from Singapore—This talk will sample Singapore's efforts on leveraging interactive and digital media for education in formal and informal settings. Through a series of examples and case studies

taken from both research and practice, some of the key opportunities, achievements, challenges, areas for improvement, and future work will be discussed.

*Cathy Davidson, Duke University

The Future of Learning—Using cutting-edge research on the brain and learning, this talk will explore how the phenomenon of "attention blindness" shapes our lives, and how it has led to one of the greatest problems of our historical moment: Although we email, blog, tweet, and text as if by instinct, too many of us toil in schools and workplaces designed for the last century, not the one in which we live. We can change that. Approximately fifteen years into industrial-era management science, the medieval university began its rapid metamorphosis into the modern twentieth-century research university. Now, fifteen years after the commercialization of the Internet and the World Wide Web, we are at an optimal moment for reconsidering these fundamental institutions for our own era. This talk asks how we can use technology as an engine of transformation. This talk helps us to think in historical, theoretical, and practical ways about how, as individuals and institutions, we can learn new ways to thrive in the interactive, digital, global world we already inhabit.

▶ 5:30–7:30 p.m.
In, Against and Beyond the Institution [DIYU; PD]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Graham Attwell, Pontydysgu, Wales, UK

Josie Fraser, Leicester City Council, Children's Capital, UK

Richard Hall, De Montfort University, Leicester, UK

Mike Neary, University of Lincoln, UK

Joss Winn, University of Lincoln, UK

The panel discussion addresses researchers, policy makers, practitioners and activists who have a genuine interest in investigating approaches to educational provision and learning inside of, against, and beyond formal institutional provision. These approaches are framed by the

current European social, political and economic landscape. The panel will allow conference and at-distance attendees to review and critically explore a range of current projects and approaches across educational sectors. At-distance participation will be encouraged and facilitated. Panelists are working across a range of sectors (school, university, life-long and adult learning; practice, research, and policy) and will discuss their current work and experience of developing alternative educational practice, spaces and pedagogies, within, against or beyond those provided by recognized educational institutions.

▶ 6:30–8:30 p.m.
Learning in Public and The Knowledge Commons [DIYU; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Matthew X. Curinga, Adelphi University

Michael Mandiberg, College of Staten Island/CUNY

Roddy Schrock, Eyebeam

Ian Sullivan, Wikiotics

This panel looks at the opportunities and challenges of learning in the digital commons, where learners study open materials and contribute original work as part of their learning experience. Michael will look at the benefits and difficulties of teaching creatively with Wikipedia. Ian will discuss his Wikiotics project that is built on the simple premise that we, globally and collaboratively, can help teach each other all languages. Roddy will talk about his work at Eyebeam facilitating collaborative, creative projects. Matt will discuss the work he has done in the last year to create a new Masters degree in educational technology. Several foundational questions inform the panel: What strategies do we have to incorporate theme of "learning without a school" into traditional education institutions? What specific ethical and privacy concerns should educators have when they require students to "work in the open"? Is their a role for the teacher in the learning commons? What is the role? Which existing technologies best support this type of work?

▶ 8:00–10:00 p.m.
Introduction to DIY U and Case Studies in India and Spain [DIYU; L]
Anna-Maria and Stephen Kellen Auditorium,
Sheila C. Johnson Design Center,
66 Fifth Avenue

*Anya Kamenetz, Fast Company Magazine, Tribune Media

Do-It-Together University: The Independent Learner In Community—Learner-centered approaches like DIY U are often caricatured as placing the learner in isolation. In fact the origins of the terms "university" and "college" both emphasize the importance of the group. This talk will explore the important relationships that must be negotiated by the independent learner both face-to-face and virtually: with mentors, with peers, with the broader society, and with themselves.

Ramon Sanguesa, Columbia University, Citilab, CoCreatingCultures

Learning Digital: A Map of Old and (Possible) New Spaces—"The digital" has a key role in defining our present culture. Let's play with the hypothesis that "the digital" is a culture. Learning is different in the digital culture, not only by the tools and methods used to learn but also by the very nature of the knowledge learned. The difference in learning will be traced back to the plasticity and reflexivity of digital media. The talk will also reconsider the use of some perceptions about "access," "connection," "making," "sharing," and other concepts commonly used in the digital learning world. Some experiences of digital learning spaces, such as media and citizen's labs in Europe and other countries will also be described. The presenter will attempt to answer the question of how much these learning spaces reinforce, or weaken the promotion of a critical, digitally empowered citizenship. The presenter will also share some insights gained in an ongoing project to map different types of spaces where "the digital" is learned and sketch some preliminary features of new learning spaces that are increasingly fluid, diverse and mobile.

Nishant Shah, Bangalore based Center for Internet and Society

Digital Outcasts: Social Justice, Technology and Learning in India—As we build worlds of ubiquitous and pervasive computing and connectivity, there is a special emphasis on how young people in and outside of formal spaces of education and learning, are building new structures of knowledge production and consumption. Referred to in short hand as 'Digital Natives', these power users of technologies often posit a universally viable identity that informs policy makers and pedagogues to build learning environments that presume digital fluency, literacy and acumen from young students entering spaces of higher education.

In an attempt to counteract this idea of a universal digital native, the "Pathways to Higher Education" programme focus on 'Digital Outcasts'—students who have technological access but are not the techno-savvy, mainstream, power users whose lives are heavily mediated by technologies. It is located across 9 colleges in India, and works with the metaphor of mobility to look at articulating the axes of discrimination and social justice.

Saturday, October 15

▶ 9:30–11:00 a.m.
Certifying Self-Learning, Accreditation, and The DIY University [DIYU; ST]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St. 2nd floor

Benjamin Scott Selznick, Marymount Manhattan College

This presentation will position mobile education as one response to a student-as-consumer model to understanding the motivations and behaviors of students enrolled in higher education. In this model, students are conceived of—by both themselves and by learning institutions—as rational consumers primarily interested in receiving the maximum rate of return on their educational investment. This talk argues that when operationalized for actual educational delivery this model raises questions that can inform thinking on learning without a school. It further argues two points concerning the present and future of mobile education. First—that this education, either delivered in a for-profit or not-for-profit context, has the potential to create both humanistic and economic outcomes for an ever greater number of learners. Second—that degrees granted beyond place-based education must overcome hurdles of perceived value in the employment marketplace and that it is the responsibility of students, educational providers and employers to seriously examine this pressing issue. It will also touch upon the importance of educational institutions addressing their own "neophobia" and embracing opportunities to create hybridized (place-based/mobile) learning environments within currently existing educational structures.

Michael Karnjanaprakorn, Skillshare

This provocative talk will challenge the idea that a college degree is synonymous with success. With college loan debt higher than credit card debt in this country, the world needs a learning revolution. The pinnacle of education should revolve around gaining all kinds of knowledge, not "just" going to college. By the time a university starts teaching "Location Based iOS Development," it'll be outdated and irrelevant, so we need to flip the traditional notion of education on its head and democratize learning. This talk is all about DIY U: learning outside the four walls of a classroom and turning our cities into campuses and our neighbors into teachers. The talk will also discuss how we can harness the magic of the web to unite peers who can teach and learn from each other in the real world, offline. How and what we're learning is changing rapidly, and we need to transform our thinking about what education means.

Alexander Halavais, Quinnipiac University

There has been a recent resurgence of the idea that personal learning networks can represent an alternative to existing universities, institutions that have weathered the industrial and information revolutions with only modest shifts. This talk argues that the best strategy is not that of the alternative university, but rather of developing a networked superstructure that is open to participation by traditional, conservative institutions. New technologies work in concert with political and economic forces that call for the unbundling of university services, even as universities seek to further bundle their offerings as total lifestyle packages. This unbundling is already occurring, largely for economic reasons, and often without enough consideration of the pedagogical or human outcomes. Making the university (and the school, and the museum) once again a convivial institution requires liberating the working pieces from the broken, and creating modular, transparent, and interoperable components. The best starting point for this is freeing the transcript, and looking for workable alternatives to certification.

▶ 10:00 a.m.–12:00 p.m.
Using Video for Change: Transferring WITNESS' 20 Years of Best Practices to an E-Learning Training Resource for Human Rights Activists (Witness/UX Interactive) [DIYU; W]
66 West 12th St., room 407

Chris Michael, WITNESS
Bryan Nunez, WITNESS
Adam Rasmussen, UX Interactive

This workshop will focus on WITNESS' new Video Advocacy Planning Toolkit, an open-source online and offline interactive resource designed to support human rights advocates' use of video for change. WITNESS is an international human rights organization based in Brooklyn. The Toolkit is its first effort to provide an interactive, self-directed online learning experience for the human rights defenders it cannot support in-person that request trainings and support as they integrate video into their advocacy work. The Toolkit invites users to create a video action plan, the strategic planning document that is rooted in WITNESS video for change methodology and the bedrock of its partnerships. Users are invited to not only answer questions, explore case studies and resources, they are asked to respond to questions within introductory videos via YouTube annotations. The goal is to combine video storytelling with interactive e-learning and a "choose your own adventure" experience. At anytime, users can download and share their plan with colleagues, allies and funders.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 10:00–10:45 a.m.
Can Public Education Co-Exist with Participatory Culture? [DF; I]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Elizabeth Losh, Sixth College at UC San Diego
*Henry Jenkins, University of California, MIT

Henry Jenkins (Team Cultural Studies) and Elizabeth Losh (Team Critical Theory) offer a progress report on whether and in what ways the public schools and universities are going to be able to absorb or meaningfully deploy what Jenkins calls "participatory culture." Rather than an abstract discussion of a theoretical construct drawn from their supposedly opposite positions studying fan culture and institutional rhetoric respectively, the two will discuss concrete experiences of young people acting appropriately or not, inside or outside the classroom. What might a participatory learning culture look like? What policies make it hard for even supportive teachers to achieve in their classrooms? What stakeholders would need to be engaged in order to change the current cultures of our school? How might participatory learning take place beyond the schoolhouse gates? What is everyone afraid of?

▶ 10:00–11:00 a.m.
POLICY DAY: MobilityShifts Highlights: An Analytic Overview of Summit Events Related to Policy [P; L]
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St.

The MobilityShifts summit provides a rare opportunity to explore innovative practices that are outside mainstream educational systems' approaches and to apply those lessons to policy questions facing K-12 and high education. Because not everyone is able to spend a week at the summit, this session will provide a summary of ideas and insights from workshops and presentations occurring all week across four policy-relevant areas: 1) Impacts and Approaches of Mobile and Digital Learning, 2) Open Access/ Curricular Materials, 3) New Models and Structures for 21st Century Learning, and 4) Assessing Non-Standardized Learning. Graduate students from The New School, supported by faculty, will discuss the events, field questions with the audience, and provide contact information for projects and individuals they review.

▶ 10:00 a.m.–12:30 p.m.
Dispelling The Myth of the Digital Native [G; DIYU; ST]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Anita Say Chan, University of Illinois, Urbana-Champaign

This short talk will be based on an ethnographic study of Peru's Plan Huascaran, a digital education program launched in 2000 that laid the foundation for later digital education initiatives in Peru, including the One Laptop Per Child project. It promised to prepare Peru's public schools for the networked 21st century not only by equipping them with new ICT-enabled innovation classrooms but by retraining rural teachers to become responsible for its local operationalizing. Teachers were re-skilled, according to state officials, to think technologically—so that they would become both technical administrations of computer networks, and digital authors of new computer-based educational materials. This study analyses the means by which Plan Huascaran displaced state reform with individual reform via instructing rural teachers in technological thinking. It underscores the critical role that local, situated histories of technological development play in the planning, adoption, and deployment of contemporary digital initiatives. And it highlights how ICT-based education initiatives have promoted digital literacy as a universal obligation for all classrooms (including those serving developing or rural communities) and demonstrates how states newly target teachers for digital literacy programs in the process of implementing new educational technologies. In further connection with the conference themes, it also aims to expand the definition of digital learning by considering how planners outside the US have defined digital learning practices; and presents a case outside of the US where rural subjects are urged by states to cultivate digital innovation practices via new ICT-enabled classrooms.

Dylan Wittkower, Old Dominion University

The idea of digital nativity was based on abstraction; when we look in detail at the digital activities of high school and college students, we see deskilling and consumer training rather than information literacy or technical fluency. Still, that deskilled consumer nativity may be adaptable in such a way that it can become literacy. We too should mine the narrow and profit-driven consumer training that students have undergone for kinds of inquiry and critical engagement for which they may have inadvertently been given tools. For one set of examples, we can turn to Facebook. Where the loss of the intuitive experience of interiority and solitude may present a challenge for educational projects founded upon thoughtful and independent evaluation, the presence of the intuitive experience of problematized utterances and silences may present an opportunity for educational projects founded upon critical assessment of information sources.

Orit Halpern, The New School for Social Research

The scene of training managers of the future information economy in the processing of data from 1953 with Charles Eames and George Nelson demonstrates that this epistemology of vision and communication was not isolatable to a single lesson. Rather, Eames and Nelson demonstrated a mid-century reconfiguration of cognition, perception, and sense that continues to underpin our relationship to the screen, the mind, and the economy in the present. This talk will investigate the emergence of this new form of education and new idea of the mind in cognitive science, neuroscience, design, and business school that made the world an interface, the mind a communication channel, and the subject a manager. These mid-century practices provided an infrastructure that continues to support our contemporary ideas about knowledge, value, and innovation.

Richard Scullin, MobileEd.org &
Jared Lamenzo, Mediated Spaces, Inc., WildLab

MobileEd.org has been active in digital media & learning space for over a decade. A consistent theme of MobileEd.org's work has been how mobile technologies will find entry to and gain traction in the context of K-12 curricula. Though informed by theoretical concerns, the pragmatics (and praxis) of real-world implementation are the center of MobileEd.org's work. How will teachers and students actually use mobiles for inquiry-based learning? To that end, MobileEd.org is currently engaged in a series of interviews and case studies with K-12 teachers and students from four elementary, charter, and high schools. The purpose of this research is to shed light on the stumbling blocks, and the prospective opportunities for leveraging mobile technologies in real-world, contemporary educational settings. This work is an effort to bridge the gap that sometimes

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

exists between theory and implementation/use. The project also hopes to share several new, student-generated ideas on how mobiles might be used to complement learning.

Lauren Berliner, UC San Diego

This short talk will revisit the myth of the digital native and explore the limitations of the "digital literacies" paradigm. A case study will be presented in which a workshop of LGBT youth video makers were tasked by the community center that sponsors the group (The Center) to respond to the perceived epidemic of anti-gay teen bullying with a public service announcement (PSA) to be distributed to Gay/Straight Alliance clubs in San Diego area high schools. In using the video project as a way to improve the lives of the teens they serve, The Center assumed an equation that the teens could empower themselves through a process of making visible LGBT teen experience through their personal experiences. The production process laid bare some of the limitations inherent with this liberal model of video production and the often-criticized PSA model in particular, as it emphasized the impossibility of making bullying visible. Yet, at the same time, the process of the production helped to open up a mode of sociality and intersubjectivity among the participants that was not as available through other uses of digital media in the workshop. This talk will show that rather than being an end within itself, the PSA production process can be re-imagined as a useful pedagogical exercise to encourage criticality and forms of liveness that can help develop individuals who can be habituated into forming critical communities.

▸ 10:30–11:30 a.m.
We Hear You: Mobiles As Listening Agents in Villages, Networks and Algorithms [P; G; L]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Kate Crawford, University of New South Wales, Australia

How do we listen to mobiles, and how do they listen to us? Much commentary on mobiles has focused on the way they influence the act of looking, from video and photographic affordances to augmented reality. Instead, this talk will assess the way we are learning to listen with and through mobiles, and how they too act as

listening agents. Based on ethnographic research in Australia and India, this talk will consider how listening with mobiles reshapes public space, from desert villages in Gujarat to cities on the coast of Australia. Mobile listening occurs in multiple modes: listening to the immediate environment, network listening in social media space, geolocative listening and mobile tracking, and algorithmic listening. At each level, these affordances raise complex questions about the ethics of mobile listening.

▸ 10:30 a.m.–12:30 p.m.
Brazil, Mexico and The United States: Media Education for The Underprivileged [G; ST]
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., Ground Floor

Roberta Purper Brandão, Rio Film Institute/State Secretary of Culture, Rio de Janeiro, Brazil

Space MM is a new media initiative to foster transnational digital inclusion and fluency for youth through public libraries in Rio. This short talk is an overview of Space MM and its pilot cross-media workshops at Manguinhos Park Library in Rio. The Space MM project includes both a physical and online space design as well as monitored workshops providing new and old media literacy for underprivileged youth. Space MM is the first new media space of its kind for youth in Brazilian public libraries. It represents a crucial step forward in fostering new media literacy for underprivileged communities. Playful cross-media activities in monitored spaces can promote creative discovery and literacy, even under constraints such as social violence, poverty, and underdeveloped learning skills. The talk will touch upon digital inclusion limitations and possibilities in Brazil and other BRIC countries. The Space MM project welcomes opportunities for cross-cultural exchange in new media literacy (including P2P language learning, chain-story collaboration, and technical support).

Marisa Jahn, People's Production House/REV
Stephanie Rothenberg, State University of New York, Buffalo/REV

This presentation explores pedagogical framework that leverages the expertise of multimedia digital media production when tied to strategic moments within an advocacy campaign. One case study is a multimedia project produced with Domestic

Workers United that gets the word out about the state-wide landmark bill of rights achieved in 2010 for nannies and caretakers. Another example is a multimedia project produced with a group of day laborers from Queens, NY to produce a wallet-sized know your rights guide as well as a web/phone-accessible audio tracks that informs day laborers and their employers about labor laws. Both projects involve innovative forms of open access Voiceover IP so that the information can be accessed through dial-in telephony made for the most basic cellphone. As both these projects involve innovations in forms of information exchange, broadcast, and access, they strive towards context-appropriate DIY technology that is sustainable for the groups for whom they are intended (low-wage workers and immigrants). They both also operate on non-monetary models, while reframing knowledge in terms of being applicable and socially-relevant.

Marcelo Pimenta, Uniaberta, Brazil

Brazil today occupies a prominent position on the world stage. The expectations are more positive about the preparation for international events like World Cup and Olympics, however, illiteracy and low level of schooling of the population are presented as major challenges to meet an increasing market that demands service quality (world class service). Looking at the potential of internet cafes, telecenters and computer laboratories in schools, Uniaberta, a pioneering project of crowdsourcing learning was developed, which aims to awaken a taste for learning through paid and free courses about citizenship, entrepreneurship and innovation.

Eugenio Tisselli, University of Applied Arts, Switzerland

Sauti ya wakulima (The farmer's voice in Kiswahili) focuses on groups of urban and rural farmers in Tanzania and their use of mobile phones to communicate their knowledge and issues on the web. Currently, an interdisciplinary team of scientists, artists and researchers based in Dar es Salaam and Zurich is working with two groups: urban farmers in Dar es Salaam, and land-based farmers in the Bagamoyo district. Both groups

use shared mobile phones to publish tagged pictures and sound recordings of their daily activities, commenting on specific issues such as observed changes in climate, their consequences and possible adaptation strategies. A special mobile application was developed to allow the farmers to send multimedia contents easily to the project's web page. Because the phones they share are equipped with internal GPS modules, their contents can also be located on dynamic, online maps. Moreover, the collective tagging of these contents has generated an emergent folksonomy, which reflects the farmers' main areas of knowledge and topics of concern. Sauti ya wakulima hopes to empower farmers by enabling them to enter an increasingly digital and connected world, by collaboratively creating a dynamic communication interface that will help them get their message across to scientists, researchers, policy-makers and fellow citizens.

KEY: [*] Keynote Speaker; [P] Affiliated with Policy Day; [DIYU] Learning Without a School?; [DF] Digital Fluencies for a Mobile World; [G] Learning from Global Digital Learning Projects; [D] Demo; [I] Interview; [L] Lecture; [PD] Panel Discussion; [S] Seminar; [ST] Short Talk; [W] Workshop

▶ 10:30 a.m.–1:00 p.m.

Hacking the Classroom: A Workshop in Mobilizing Formal and Informal Learning for The Millennial Classroom [DIYU; W]
66 West 12th St., room 404

Virginia Kuhn, University of Southern California
Matthew Kim, Illinois State University
Bonnie Leonore Kyburz, Utah Valley University
Elisa Kreisinger, PopCulturePirate.com
Joyce Walker, Illinois State University

Michael Gurstein recently suggested that networks, while theoretically open and multi-vocal, in practice often become vehicles of amplification, allowing the influential to extend their reach and make their "'louder voices' even louder." He expressed trepidation about the Mobility Shifts conference in particular, given its explicit "global" focus. Sharing Gurstein's concerns, this workshop attempts to soften their own voices in order to let others be heard, particularly those who are most disenfranchised from shaping digital learning networks. They are committed to working across institutional, geographic and cultural boundaries. This workshop brings together a diverse group of digital theorist-practitioners whose varied work finds resonance in its commitment to activist learning: their projects center on bringing the world into the classroom and bringing the classroom into the world for purposes of social and educational equity. The group will offer a demonstration of two projects that complicate traditional notions about the nature as well as the site/s of learning. Workshop leaders will facilitate a hands-on session centered on producing a quick start guide for working with remix in order to infuse digital creativity and innovation among a broad range of learning environments.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▶ 11:00 a.m.–12:30 p.m.

POLICY DAY: Opening Remarks and Keynote [P; L]
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St.

Eduardo M. Ochoa, Assistant Secretary for Postsecondary Education
David Van Zandt, President, The New School
Introduction: Trebor Scholz, Eugene Lang College The New School for Liberal Arts

Our U.S. educational systems, once heralded as among the best in the world, now face multiple pressures and criticisms. Decades of reform efforts in K-12 have resulted in few systematic gains. Internationally our youth compare poorly with other nations that increasingly surpass our achievement. Inequities within our schools continue to persist. Higher education faces similar critiques, with recent analyses questioning whether students even learn much during their time in college. Simultaneously, finance models for both K-12 and higher education are being debated, raising questions of our educational systems' efficiency and effectiveness. This session will provide federal and leadership perspectives on challenges and opportunities that technologies might offer our educational systems as they grapple with these issues.

▶ 11:15 a.m.–1:15 p.m.

Digital Fluencies for the 21st Century [DF; L]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

*Katie Salen, Parsons The New School for Design

Designers for Learning—Designers of all kinds are key players in the game of change that so typifies the opening decades of the 21st century. Called on to imagine, build, guide, demystify, explain, provoke, enable and inspire designers deal daily in the currency of transformation—of places, practices, and perspectives. For this designer, play has become a key strategy in developing a design practice that is agile enough to entertain a constant need for transformative thinking but substantive enough to throw its strategic weight around in the quest to re-imagine learning. This

talk will delve into the power of game design and play to challenge expectations around what learning might look like for today's young people.

*Jan-Hinrik Schmidt, Hans-Bredow-Institute, Germany

Learning In, With and For The Social Web—The Social Web has substantially lowered technological barriers for self-preservation, interaction and information management. Popular discourse stresses the fluency and effortlessness with which adolescents and young adults navigate and apply these new spaces and tools. However, the "digital native" myth rather obscures the fact that a responsible, self-determined and reflected use of digital media requires various skills and knowledge. The presentation will identify main practices of social web use, their connection to developmental tasks of adolescences, and their consequences for social networks and public spheres. It will then discuss critical skills needed to navigate these social worlds (which bring the "virtual" and the "real") and suggest strategies and mechanisms to foster learning in, with and for the social web.

Benjamin Bratton, UC San Diego

Ambivalent Remarks on Computation, Political Geography, Pedagogy—A two-part question about which I am conflicted: how do digital media affect the short and long circuits of education, both inside the classroom, where the responsibilities of one generation to train the attention of another is or is not performed, and outside, where shifts in the geography of political infrastructure perhaps de-link formal educational institutions from sponsoring States, both as recipients of funding and as replicators of State citizens? While we recognize that whatever format civil society is to take next will be organized through media of planetary-scale social computation, we also note that the capitalization of cognition—and as well our own stupification—is built into the language of our Cloud tools: from advertising to "gamification." Evading that superficiality, how might we re-imagine the global distribution of educational centers, research, curricula, methods such that our always imperiled responsibility to the future is

fulfilled through a viably cosmopolitan, sovereign economy of learning? Against short circuits, how can an ethics of deep time architect the Cloud (and curriculum) we require?

▶ 11:30 a.m.–1:30 p.m.

Locative Media Workshop: 7scenes [G; W]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

David Carroll, Parsons The New School for Design
Ronald Lenz, Waag Society

This workshop will introduce existing projects of informal learning with location based mobile pedagogy systems around the world as a lens to view into practices and concepts. Building upon the examples and themes of the presentation, presenters will conduct a brief design charrette followed by a hands-on tutorial of the 7scenes locative media platform. The session will offer case studies, terminology and both a methods and technology practice learning experience. The case studies explored in this workshop session will focus on projects outside of the US.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

▸ 12:00–2:00 p.m.
Human Technology Collaborations [DIYU; PD]
Alvin Johnson/J.M. Kaplan Hall,
66 West 12th St., room 510

Karen Keifer-Boyd, Penn State University

Aaron Knochel, State University of New York, New Paltz

Ryan Patton, Virginia Commonwealth University

Robert W. Sweeny, Indiana University of Pennsylvania

This panel discussion will address the growing number of technological innovations that proliferate in contemporary learning environments. As sites of innovation these technologies have shifted the discussion of technology and learning beyond relationships of instrumentality. The panel follows this shift in thinking to one where technologies are seen as heterogeneous contributors to learning and teaching that are changing how we form connections with peers, perceive boundaries, and negotiate diverse modalities in creation. Technological objects beyond their instrumentality are re-conceptualized as collaborators within human-technology interactions to more fully comprehend their affordances, gaps, and hegemonies. In trying to understand these opportunities, the panel develops a multifaceted approach to assemble the social ontologies of human-technology collaborations. As a product of the panel presentation, the panel has set up a webpage to collect the stories of human-technological collaborations at http://techcollaborations. posterous.com. To contribute to the text, images, or videos chronicling your story just send an email to techcollaborations@posterous.com. Attachments to emails will post along with written content.

▸ 12:30–2:00 p.m.
The Future of The Public School of New York [DIYU; W]
66 West 12th St., room 407

Committee Members of The Public School New York

The Public School NY (TPSNY) holds open committee meetings, often in the form of a class titled "The Future of the Public School." Typically the purpose of the class is threefold: first, to make the project and its operations more transparent;

two, to recruit potential new committee members (the committee is a rotating membership with no minimum/maximum length of membership); and three, to enact a self-reflexive mode and, with the help of class participants, submit our very practices to the same scrutiny that we would any other topic, in any other class. TPSNY will hold such a class focusing on this third aspect—that of reflection, assessment, and critique. In this session, panelists will reflect not only on the activating potential of these educational models, but also on their limits, and undertake to identify and unpack the assumptions by which they are buttressed.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 1:00–3:00 p.m.
Creating Participatory Learning Through Performance [DF; D]
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., Ground Floor

Josephine Dorado, Parsons The New School for Design

This workshop will focus on improvisational performance as a framework for online collaboration and distributed learning. By leveraging the affordances of shared virtual world space and creative frameworks, we can build richer online rapport and an optimal environment for instant collaboration and participatory learning. Through dance-based avatar movement and task-based performance games inside a virtual world, participants will weave a theatrical performance together that encourages active listening and interaction. The use of improvisational performance frameworks for online collaboration allows participants to instantly connect and cooperate regardless of geographical location or previous experience with digital media or performance. Students from Josephine Dorado's Collaboration in Networked Environments class at the New School will participate as performers and will connect with remote participants/ performers at a partnering Internet Society event in Philadelphia. The performance will be followed by a Q&A in which the performative elements and their relation to online collaboration will be explained along with feedback from student participants. After that, the audience at the New School will have an opportunity to 'embody'

an avatar and participate in an impromptu dance, thereby experiencing the immediacy and connection.

Please note: You may attend this event in-person at the New School or in the virtual world Second Life. Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 1:00–2:30 p.m.
Smarthistory.org [DIYU; W]
66 West 12th St., room 410

Beth Harris, Smarthistory.org

Steven Zucker, Smarthistory.org

Smarthistory.org is a sustainable, award-winning open educational resource in art history currently being used by several leading open university and open educational initiatives. Smarthistory is used by informal learners and college students and is increasingly being adopted by instructors teaching AP and college-level art history in lieu of the traditional, and expensive, art history textbook. This workshop will give hands-on experience to those interested in the successful model Smarthistory has developed. It will offer an overview of Smarthistory's iterative development, its model for sustainability, its workflow, and a demonstration of the back-end of the open-source content management system—MODx. Participants will take part in a group activity that demonstrates the value of conversation in online pedagogy.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

▸ 1:15–2:45 pm
POLICY DAY: Hopes and Speed Bumps: Lessons from Developing Technology Innovations in Federal Offices [P; PD]
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St.

Richard Culatta, US Senate; ThirdRail Games

Suzanne Hall, U.S. Department of State

Hal Plotkin, Department of Education Advisor

In this panel discussion, leaders in federal government will share highlights of new approaches they are using to integrate technology into core missions of their offices. How have mobile technologies fostered learning communities? How are badges being explored to create alternative certification pathways? What Internet developments and apps open new doors for the way the government works? These experts will share their insights on questions such as these. Panelists will also discuss implementation challenges that educational policymakers can use to inform policy approaches for K-12 and higher education. Q&A to follow.

▸ 1:30–4:30 p.m.
Progressive Digital Pedagogy: Remix, Collaboration, Crowdsourcing [DF; ST]
Wollman Hall, Eugene Lang Building, 65 West 11th St., 5th floor

Mariana Regalado, Brooklyn College &
Maura Smale, New York City College of Technology

Research at the largest urban public university in the U.S. reveals that many college students are both more mobile and less digital than the pervasive media images of the digital native imply. This short talk will present findings from an ethnographic study of the scholarly habits of undergraduate students at the City University of New York (CUNY). Drawing on both visual and interview data it will explore the integration of mobile technologies into the academic lives of CUNY students, and discuss the effects of these technologies on their academic goals and experiences as learners. CUNY students are nearly all commuters—they are mobile by default—and their range of technological access, use, and fluency is wide. Our data suggest that although some CUNY students take full advantage of their mobility, others are constrained by it.

Tamara Shepherd, Concordia University, Canada

In the 2010 Speech from the Throne, the Government of Canada announced its plans to implement a "national digital economy strategy" that would encourage technological adoption, innovation and literacy as part of bolstering

Canada's position in the global information economy. In this context, literacy denotes the cultivation of "digital skills," the ability to understand and manipulate digital technology, framed particularly in terms of mobile devices. Across the federal government's digital economy strategy communications, literacy is framed in terms of mobility precisely because its investment in technology industries is predicated on the value of "innovation" for Canada's "digital advantage." In examining how mobility and literacy get articulated together across the discourses of the Canadian government's digital economy strategy, this talk proposes that the language of innovation serves to elide the inequalities that underpin not only access to digital technologies and digital skills learning, but public understandings of the digital economy as a context for contemporary notions of citizenship. The signification of mobility and literacy in this context might be expanded to include broader social justice imperatives; in this way, the national digital economy strategy would go beyond training certain privileged groups as model mobile workers, and legitimize multiple versions of digital and non-digital literacy and fluency—including literacy about information labor, rights structures and policymaking itself.

Xtine Burrough, *California State University, Fullerton*

This short talk will explore how a viral web video project was coordinated on YouTube by collaborating with students, while simultaneously teaching remix with respect to fair use doctrine. After reading about the Lenz v. Universal court case, the presenter aimed to create a flood of video responses utilizing the same 29 seconds of Prince's song, "Let's Go Crazy" and realized this project would be an excellent learning experience for students. Students have been posting video responses to Stephanie Lenz's original video. Educators can guide coordination norms for creating user-generated content (UGC) in the classroom coupled with a rich investigation of fair use doctrine. After studying the Lenz v. Universal case students created a remix of Lenz's controversial video, "Let's Go Crazy #1" and posted it as a response on Lenz's YouTube page. To complete this class activity, students must understand fair use doctrine, apply their theoretical understanding to the media they create, and create new or transformative meaning by remixing contemporary amateur videos.

David Carroll, *Parsons The New School for Design*

Based on and adapted from the presenter's article published in the Learning Through Digital Media: Experiments in Technology and Pedagogy reader, "Mobile Learning Tools: A Teachable Moment in the Age of the App," this talk will explore the arguments, themes and case studies considered in rapid-pace hyper-visual slide talk format. It comments on the conditions of commerciality (and legality?), as new forms of capital flow across public-private enterprises as a requirement of mobile learning tools. It describes the challenges and opportunities of creating and supporting mobile learning pedagogies and offers early advice towards best practices. The talk will also offer an addendum to cover recent work over the 2010 summer with a Pearson Foundation Mobile Learning Institute funded location based game mobile camps for youth at Hirshhorn Museum (DC) and Quest to Learn (NYC) using the ARIS learning platform mentioned in the paper.

John Sobol, *Globalhood, Digifest*

This talk will explore the presenter's book You Are Your Media, a practical philosophy. It contains both big ideas and useful tools that will: demonstrate commonalities between oral and digital pedagogies, root those commonalities in dialogical technologies, contrast them with literacy's monological epistemology and hegemony, explain the emergent conflict between monological and dialogical technologies, situate the crisis of contemporary pedagogy within this unique evolutionary nexus, and promote pedagogical bridges between technology cultures to minimize social disruption.

Elizabeth Cornell & Glenn Hendler, *Fordham University*

Operating on the principle that knowledge production is a more public than private activity, the Keywords Collaboratory for American cultural studies is a wiki-based space where classes and other working groups can collaborate on keywords projects that take their method, focus, and inspiration from the essays published in Keywords for American Cultural Studies. The essays produced in the Collaboratory extend the insights and contributions of the published collection. This talk will discuss how the Keywords Collaboratory provides students and other groups the opportunity to join humanists in a

digital commons where they can participate in the transformation of research and pedagogical practices that are changing the way we generate, disseminate, and analyze knowledge and culture. This project looks anew at accepted histories, and creates connections among established interpretations of the past, present, and future. The talk will also demonstrate how Scalar can create a semantic web among keywords, revealing new ways of detecting the relationships among history, ideas, sources, and individual words.

Elizabeth Losh, *Sixth College at UC San Diego*

In recent years progressive digital pedagogy has borrowed from five major aspects of the popular culture developing around computational media: 1) remix practice, 2) multimodality, 3) accelerated response, 4) crowd sourcing, and 5) narrowcasting. Yet for many years the conventional classroom pedagogy around teaching "current events" has remained unchanged: it still generally focuses on having learners mechanically cut out recent news stories produced by traditional print journalists with little attention to how the news is made, how it remixes sources, how it appeals to particular audiences, or how particular patterns of visual imagery and verbal rhetoric could be analyzed critically. This talk focuses on recent work by the Software Studies initiative at U.C. San Diego by the Cultural Analytics group and shows how media visualization and crowd sourcing could be used in educational contexts with large publicly accessible libraries of digitized news and smaller archives of government public information videos.

Moderator: Megan Boler, *Ontario Institute of Studies in Education*

Localized Interventions & DIY Platforms (ARIS Platform) [DF; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13 St., 2nd floor

David Gagnon, *University of Wisconsin, Madison*
Nathan Graham, *Rutgers University*
Germaine Halegoua, *University of Kansas*
Jessa Lingel, *Rutgers University*

Participation in digital spaces and virtual communities is generally not a homogenous practice, reflecting geographically bounded social contexts, politics and ethics. This panel incorporates both discussion and demonstration of applications and tools that have been developed to enable people to participate in localized or community-based forms of activism, policy development and collaborative learning. In discussing the affordances and ambitions of these tools, panelists seek to contribute to and critique constructions of participation and access and highlight potential appropriations and shifting definitions of these categories. The panelists share an interest in seeing participation as activism, participation as learning, and participation as having policy implications. The extent to which these talks are based on existing applications and tools is in keeping with an emphasis on the application of theory to learning, specifically in ways that extend beyond the classroom to include the creation and critique of policy, "public" records, institutionalized knowledge, and the production of DIY archives.

▶ 2:15–4:45 p.m.
Reframing Knowledge: Self-Learning Communities [DIYU; L]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Shveta Sarda, Cybermohalla, India

The Autodidact in the Digital—The digital opened an expansive, generative space for sharing, linking, accessing and transmitting the values of re-engineering and re-ordering cultural materials. Simultaneously, it has deepened the pressure of being observed and enumerated at the level of daily life, through the digitisation, accessing and linking of documents of self, habitat and work. Drawing from the practices, questions, insights, conversations and reflections of the Delhi-based writers/practitioners' collective Cybermohalla Ensemble, this paper will attempt to outline a series of moves that think, play, argue and negotiate within and through this terrain. The question, "If we appear before power dancing, how will it mark us, how then will it speak to us?" that the Ensemble posed for itself and others to think with, will be the pivot through which this presentation will try to think the relation between the autodidact and the new terrain we confront.

Irit Rogoff, Goldsmiths, University of London, UK

Education Actualized: Free—The notion of "free" is currently so degraded in terms of the free market, the dubious proposals of the new "free" economy of the internet, and the historically false promises of individual freedom, that it may be difficult to see what it might have to offer beyond all these hollow slogans. Nevertheless, the possibility of producing some interrogative proximity between "knowledge" and "free" seems both unavoidable and irresistible, particularly in view of the present struggles over the structures of education in Europe. This presentation will think through the following questions in an effort to get closer to the notion of "free" in relation to education: First and foremost, what is knowledge when it is "free?" Are there sites, such as the spaces of art, in which knowledge might be more "free" than in others? What are the institutional implications of housing knowledge that is "free"? What are the economies of "free" that might prove an alternative to the market- and outcome- based and comparison-driven economies of institutionally structured knowledge at present?

Tania Perez Bustos, Feminist Researcher, Columbia University

Building Spaces of Exclusivity: An Ethnographic Approach to Indian and Columbian Women's Role and Experience in Local Free Software Communities—This session aims to account for the ways women integrating the free software community in two countries from the global South negotiate with feminizing paradigms imposed to them by the collectives interested in popularizing free technologies. Through an ethnographic approach to vital experiences of women in the Indian collective Linux-Chix, and holding a dialog with the experiences of non-organized women in the free software community in Columbia, the presenter suggests these negotiations are going to be materialized primarily in the constitution of survival strategies from which certain civilizing projects are particularly vindicated, some of which seem to promote a Western paradigm of female subjectivity.

▶ 2:30–4:30 p.m.
Bring Your Smartphone! Witnessing Literacies, Witnessing Tools [DF; PD]
Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St., room 510

Nathan Freitas, *Guardian Project*
Sam Gregory, *WITNESS*

This panel discussion will be literacies and tools-focused, looking at the key ethical groundings, as well as the practical dilemmas, concepts and practices surrounding the rise of ubiquitous mobile video and image capture, specifically as it applies to human rights. It looks at how learning takes place among a new generation of activists utilizing mobile technologies, and will take as a practical focal point the work that WITNESS and the Guardian Project have done on the Secure Smart Camera, a camera phone application for human rights defenders that attempts to address the issues of anonymity, consent, authenticity, managing multiple sources, secure distribution and preservation of ephemeral media. These issues have been given new resonance by the events earlier this year in the Middle East and North Africa. A large part of the impetus for developing the Secure Smart Cam is to increase the digital/media literacy of human rights defenders as well as the general public.

▶ 3:00–5:00 p.m.
POLICY DAY: Implications for K-12 and Higher Education Systems [P; PD]
Tishman Auditorium, Alvin Johnson/J.M. Kaplan Hall, 66 West 12th St.

This panel features a discussion among educational system leaders and policy analysts. K-12 leadership from the New York City Department of Education will share current visions for technological innovations. University leadership will share challenges and opportunities new educational models present for their higher education institutions. Policy analysts will frame the pressing and unanswered questions our educational systems must face. The event will close with an open Q&A with an expanded field of participants from throughout the day.

▶ 3:30–5:30 p.m.
Blended Learning [DF; ST]
Sheila C. Johnson Design Center Orientation Room, 2 West 13th St., Ground Floor

Bo Stjerne Thomsen, *LEGO Learning Institute*

The LEGO Learning Institute carries out foundational research on creativity, learning and child development, and promotes new arenas of learning through partnerships with academic institutions, private research institutes and non-profit institutions. Through its network of academic experts, the LEGO Learning Institute is carrying out a foundational research study on the Future of Learning, concerned with how children learn the ability to learn, build up self-confidence and move into problem-solving through non-formal learning environments. New tinkering tools and non-formal learning environments are being explored through workshops and co-creations sessions and reflected upon emergent eco-systems for learning. The presenter will discuss the role of LEGO in promoting learning through new arenas of play and creativity.

Sebastian Vogt, University of Oldenburg, Germany
Roman Götter, Fraunhofer Academy, Germany
Olaf Zawacki-Richter, University of Oldenburg, Germany

Already in 1910, the futurist Jehan von der Straaten predicted that in the then still distant future of the year 2010, learning and teaching would be shaped by discussions taking place via waves across the "ether" as an exchange of ideas. He added that a question frequently arising will be who is actually teaching—the teacher or the student. School walls will fall, and fortresses of the spirit will be replaced by open flowery meadows (cf. Brehmer, 2010, 161ff.). Van der Straaten's prognoses are reflected today in the mobile learning approach that is integrated in lifelong learning processes. The technical innovation of web- and platform-based apps on mobile devices plays a key role here. This talks shows how the Center for Lifelong Learning (C3L) at Oldenburg University in Germany and the Fraunhofer Academy are implementing a mobile learning strategy for lifelong learning and discusses the opportunities, potentials and implications of mobile learning for the near future.

Shravan Goli, Dictionary.com

People naturally want access to information in the exact time and place in which they need the answers. For this reason, consumers are becoming increasingly dependent upon mobile devices, and mobile apps are playing prevalent roles in the way people attain information. This talk will explore how apps are becoming context-based tools that are redefining the learning experience by offering resources that give people, particularly students, the ability to access information on-the-go, beyond the confines of a classroom or home. Such engagement allows for enhanced knowledge retention and ultimately helps with individuals' academic performance. Dictionary.com not only offers an immersive word discovery experience, but also supports individuals' courses of study and is designed to make learning fun for users.

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

Carolin Fuchs, *Teachers College, Columbia University*

This talk focuses on two recent blended learning projects in language teacher education, which included students in the U.S. and Taiwan. The U.S.-Taiwan projects were aimed at advancing pre-service language teachers' professional literacy and participatory (digital) literacy by implementing innovative uses of technology. In both projects, participants at a private graduate institution on the East Coast in the U.S. used Google Wave, a recent synchronous online writing tool, to collaborate with student teachers of English as a Foreign Language at a university in Taiwan. Additionally, the course integrated Blogger, Google Sites (wiki), and Google Chat. Data from computer-mediated communication (CMC) transcripts, journals, needs analyses, and post-course questionnaires were triangulated to shed light on the benefits and challenges of the usefulness of Web 2.0 tools for intercultural teaching and learning.

Stefan Göllner, *University of the Arts, Berlin, Germany*
Andreas Unteidig, *DesignResearchLab*

Longer lifespans and the challenges of the demographic change that western societies are facing, create a novel need for the elderly to engage in learning activities. In the project Neighbourhood Labs the competence to deal with information and communication technologies in a local context is regarded as a key factor to tackle this goal. In collaboration with a local senior computer club in Berlin, the project aims to create accessibility to modern information society for senior citizens and to promote self-sufficiency and participatory involvement within a shared community network. Based on individual initiative, the club provides a perfect example for a senior driven knowledge sharing community. The project is conducted in a research-based participatory approach that aims on enabling the actual participants to socially connect (on- and offline) by incremental teaching and learning. The research focus—besides generating knowledge about the specific community (seniors interested in ICT)—relies on creating a prototypical service that offers both online and offline access points to enable a broad range of engagement.

▶ 4:30–6:30 p.m.
Is There Hope? [DIYU; PD]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

Florian Cramer, *Hogeschool Rotterdam, Netherlands*
Renée Ridgway, *Hogeschool Rotterdam, Netherlands*

Two decades after cultural studies infused critical activism into the arts and humanities, and after globalization, cheap flights and the Internet enabled new, networked modes of cultural work, there seems to be a crisis of education built on these premises. The financial crisis, funding cutbacks, issues of sustainability are just one side of the coin. Experimental, critical forms of education often turned out not to be sustainable within institutional academia. Conversely, institutions are now embracing Internet-based learning as a budget cut measure and cyber control paradigm. There is also a new appreciation of the local, physical and analog in critical media (arts) and education. This makes it compelling to revisit practices of experimental schools such as the diverse 'free universities' run by artists and activists since the 1970s, and look at contemporary concepts that combine networking and locality.

▶ 5:00–6:30 p.m.
Practicing Information/Media/Digital Fluency: Designing Learning Activities For and With Youth [DF; W]
Anna-Maria and Stephen Kellen Auditorium, Sheila C. Johnson Design Center, 66 Fifth Avenue

Andres Lombana Bermudez, *University of Texas, Austin*
Nathaniel I. Levy, *Berkman Center for Internet & Society*
Joyce L.D. Neys, *Erasmus University Rotterdam, Netherlands*

Knowing how to find and assess high quality information is not an inherent characteristic of the digital native; consequently, doing so has become more important, particularly when part of media creation. The Youth and Media Lab at the Berkman Center for Internet & Society has developed a strategic guide for creating learning activities

that foster greater understanding and awareness of information quality among youth. Participants will work in groups to collaboratively create new learning activities using the YaM curriculum guide. Working either analogue or digital, participants will be able to create a curricular module and engage in the design process.

Please note: Workshops require additional registration at no extra cost. Please register at http://mobilityshifts.org/workshops/

Sunday, October 16

▶ 10:00 a.m.
Designing Agency [G; I]
Theresa Lang Student and Community Center, Arnhold Hall, 55 West 13th St., 2nd floor

*Beth Coleman, *MIT*
*Juliana Rotich, *Ushahidi, Kenya*

In this dialogue, Beth Coleman and Juliana Rotich discuss the powerful ways networked media can be engaged toward activist, artistic, and liberatory means. They focus on experimental work in locative media, peer networks, and collective action and ask questions about the role of agency in networked media. Crisis mapping, transmedia activism, and a poetics of experience are all part of the conversation. Coleman, a professor of new media and an artist, and Rotich, an activist and Program Director of Ushahidi (creators of crisis mapping tools), bring a dynamic of complementary expertise to the discussion.

KEY: [*] Keynote Speaker; **[P]** Affiliated with Policy Day; **[DIYU]** Learning Without a School?; **[DF]** Digital Fluencies for a Mobile World; **[G]** Learning from Global Digital Learning Projects; **[D]** Demo; **[I]** Interview; **[L]** Lecture; **[PD]** Panel Discussion; **[S]** Seminar; **[ST]** Short Talk; **[W]** Workshop

About The New School

The New School was founded in New York City in 1919 by a group of prominent progressive educators, including Charles Beard, John Dewey, James Harvey Robinson, and Thorstein Veblen, as a center for "instruction, discussion, and counseling." It found a home in Greenwich Village and a unique place in the intellectual history of the United States. The New School offered the first or among the first college courses in psychoanalysis, cinema studies, urban renewal, race relations and African-American studies, photography, modern dance, and women's studies.

Today, The New School is a leading urban university offering highly respected academic programs in the liberal arts and social sciences, art and design, and the performing arts. Students from all over the United States and around the world enroll in The New School's diverse degree, certificate, and continuing education programs, enjoying small classes, superior resources, and a renowned faculty of scholars and professionals who practice what they teach. The New School's original mission reflected its founder's beliefs that higher education is not just preparing people for careers but should be training citizens for a democratic society. Today, that mission is alive and well as students and faculty consider the implications of knowledge and civic engagement as our society continues to evolve.
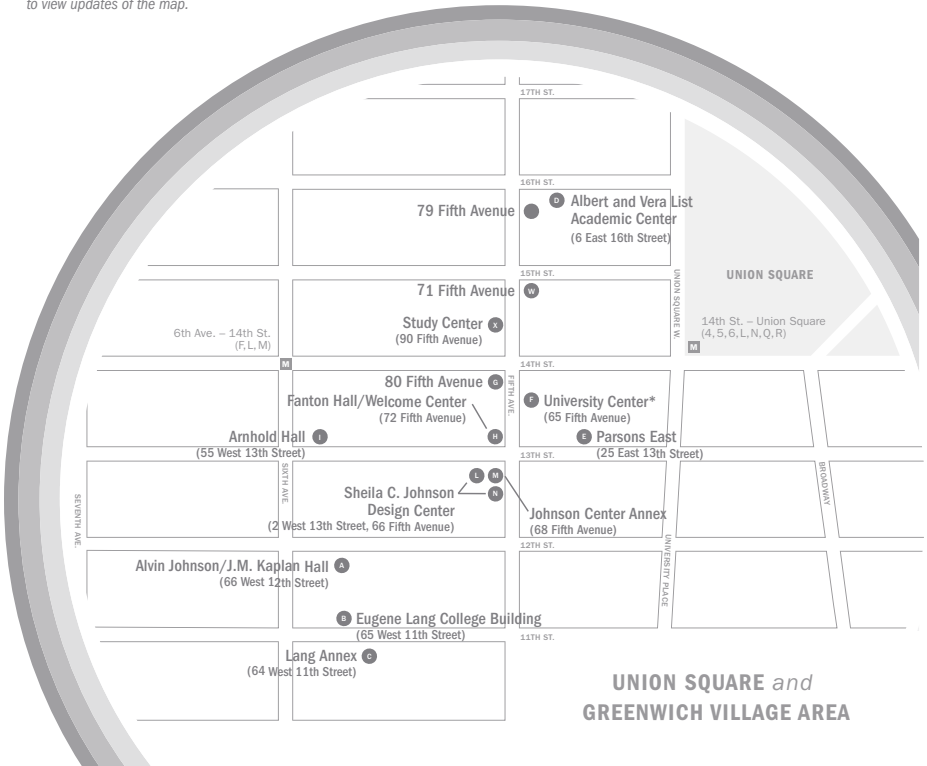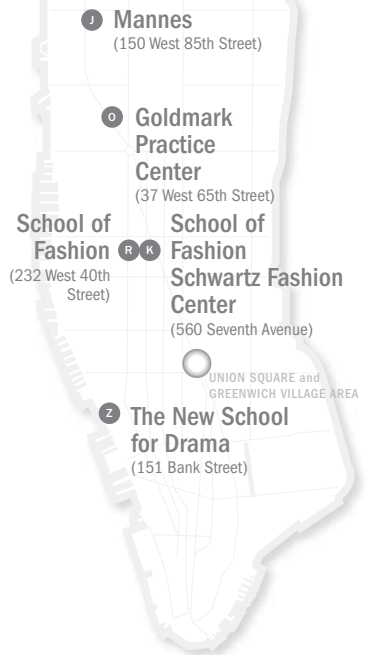
THE NEW SCHOOL CAMPUS

SCHOOLS & LOCATIONS

The New School for Public Engagement ⋯ (A) (C) (H) (M) (N)

The New School for Social Research ⋯⋯⋯⋯⋯⋯ (D) (G)

Parsons The New School for Design (D) (E) (K) (L) (M) (N) (R)

Eugene Lang College
The New School for Liberal Arts ⋯⋯⋯⋯⋯⋯⋯ (B) (C)

Mannes College The New School for Music ⋯⋯⋯⋯ (J) (O)

The New School for Jazz
and Contemporary Music ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ (I)

The New School for Drama ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ (Z)

SERVICES

Affiliations

Beth Israel Hospital ⋯⋯⋯⋯⋯⋯ 317 East 17th Street

Cardozo Law Library ⋯⋯⋯⋯⋯⋯⋯ 55 Fifth Avenue

Cooper-Hewitt Museum ⋯⋯⋯⋯⋯⋯ 2 East 91st Street

Cooper Union Library ⋯⋯⋯⋯⋯⋯⋯ Cooper Square

Elmer Holmes Bobst Library ⋯ Washington Square South

Auditoria ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ (A) (B) (I) (N)

Cafeterias ⋯⋯⋯⋯⋯⋯ 118 West 13th Street (B) (I)

Computing Centers ⋯⋯⋯⋯⋯⋯⋯⋯ (I) (K) (L)

Human Resources ⋯⋯⋯⋯⋯⋯⋯⋯ 79 Fifth Avenue

Libraries ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ (I) (J) (L)

Student Health Services ⋯⋯⋯⋯⋯⋯⋯⋯⋯ (G)

Student Services ⋯⋯⋯⋯⋯⋯ 79 Fifth Avenue (H)

Study Center ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ (X)

University Administration ⋯⋯⋯⋯⋯ 79 Fifth Avenue (A)

University Center *estimated completion 2013* ⋯⋯⋯ (F)

University Writing Center ⋯⋯⋯⋯⋯⋯⋯⋯⋯ (W)

*The New School is undergoing expansion and
renovation. Please go to www.newschool.edu
to view updates of the map.*

(J) **Mannes**
(150 West 85th Street)

(O) **Goldmark
Practice
Center**
(37 West 65th Street)

**School of
Fashion**
(232 West 40th
Street) (R) (K)

**School of
Fashion
Schwartz Fashion
Center**
(560 Seventh Avenue)

UNION SQUARE and
GREENWICH VILLAGE AREA

(Z) **The New School
for Drama**
(151 Bank Street)

17TH ST.

16TH ST.

79 Fifth Avenue ●

(D) **Albert and Vera List
Academic Center**
(6 East 16th Street)

UNION SQUARE

15TH ST.

14th St. – Union Square
(4, 5, 6, L, N, Q, R)

71 Fifth Avenue ●

(W)

Study Center (X)
(90 Fifth Avenue)

6th Ave. – 14th St.
(F, L, M)

14TH ST.

(M)

80 Fifth Avenue ● (G)

Fanton Hall/Welcome Center
(72 Fifth Avenue)

(H)

(F) **University Center***
(65 Fifth Avenue)

Arnhold Hall (I)
(55 West 13th Street)

13TH ST.

(E) Parsons East
(25 East 13th Street)

**Sheila C. Johnson
Design Center**
(2 West 13th Street, 66 Fifth Avenue)

(L) (M)
(N)

Johnson Center Annex
(68 Fifth Avenue)

12TH ST.

Alvin Johnson/J.M. Kaplan Hall (A)
(66 West 12th Street)

(B) **Eugene Lang College Building**
(65 West 11th Street)

11TH ST.

Lang Annex (C)
(64 West 11th Street)

FIFTH AVE

SIXTH AVE.

SEVENTH AVE.

UNIVERSITY PLACE

UNION SQUARE W.

BROADWAY

UNION SQUARE *and*
GREENWICH VILLAGE AREA