API-steme

An episteme diffused by an API
(aka API-education, Gamification, Gameducation, MMOedu)

http://apisteme.com/

Summary

API-steme is a speculative proposal that examines the impact of network-computation on education and university infrastructure. It suggests that radical transformations will occur at the level of enrolment, certification, testing, lectures, courses, degrees, scholarships, tenure, conferences, and class scheduling. In each of these cases, API-steme proposes potential paths for change that are computationally tractable.

Time:
APIsteme does not rely on seasonal models for semesters; instead learning is year-round. APIsteme does not measure student performance by their capacity to sit in class for course; it is accepted that mobile devices mean everyone is carrying a library with them and that studying occurs everywhere at all times.

API-steme *SCHOLARSHIPS* available on monthly, yearly and lifelong basis.

Sign-up now for a guest pass to win a scholarship!
Level-up your life-long learning with a customizable Path plan; join the community now.

Synopsis of Proposed Paradigms

- Replace courses with open navigation **micro-modules**.

    - Disciplines are divided into levels
    - Information is accessible anytime anywhere by client-student-subscriber
    - Information is granular, aggregated and meta-tagged across disciplines
    - Lectures are video-recorded and released as sequential micro-steps
        - notes can be left directly on videos
        - students can earn points by contributing to epistemological debris
- Replace conventional degrees (BA, MSc, etc) with **gradient degrees** traversing levels
    - Degrees are estimated percentages of knowledge within disciplines
        - As in : 13% of Level 5 Bio-Chemistry; 56% of Level 4 Anthropology
    - GPA becomes *General Proficiency Average* (aggregate of score so far)
        - this is out of a hundred (Just as the metric system simplifies the arduous arcane math of the Imperial measures, the GPA should be replaced with a scale that is consistent, easily calibrated and transparent)
- **Real-time visualization feedback** student process open to all students
    - Students see how other students are learning; competitive motivation pacing.
    - Students learn in self-assembling flocks; flocks move at their own speed.
        - learn with others who learn at your pace
        - or learn from others who learn faster
        - or consolidate your knowledge by helping others
    - Students generate content (within structure and API provided by university)
- .Replace enrollment with **limited-time subscription** access to experts and API
    - Application is open just like a store is open to browse. No need to pass any entrance requirements
    - Faculty develop the content on an as-needed basis: structure pathways.
    - Posting new material by faculty does not necessitate admin approval.
    - Students are free to assimilate information non-competitively (no degree)
        - *non-competitive* subscribers pay to access the information resources and simply explore
        - *competitive* subscribers commit to testing and certification pathways
- Replace libraries with **e-lib** crowd-sourced-curated and tagged digital archives
    - faculty guide the structure and optimize sequentiality of information
    - staff assists the network integration
    - students filter the information and tag it so it is relevantly searchable
- **Testing-on-demand** occurs as student request it in facilities that certify their identity
    - Students test themselves as often as they wish when they wish
        - testing and certification entail cost (this ensures motivation)
        - student selects breadth of domain of testing to be applied
        - some students will prefer sprints others marathons
        - qualitative testing may involve one-on-one consultation
    - University does not impose arbitrary pacing (as in a 3 year degree program)
- **Scholarships-subscriptions**: offered to those subscribers who contribute knowledge
    - Scholarships will involve opportunities to earn ‘currency’

- **BYOC (Bring Your Own Computer)** replaces infrastructure spending on computers
    - Mobile phones connect to mobile screens which are booked for lectures
- **Lectures are auto-scheduled and mobile** based on user-defined preferences
    - Personal calendars and interests aggregate to define schedule
        - schedule modulates on a just-in-time basis
        - lecture length is variable
    - Flash-mob spontaneous discussion/lectures/tutorials self-assemble
    - Students/faculty use mobile screens and mobile phones and mobile desks
    - Tutorials are delivered on an as-needed basis by any students who have excelled at that level
- Replace semesters with quarterly or lunar -based cycles
    - no closure during summer, learning is perpetual
- Replace tenure with **real-time performance-reward schema**
    - every day with performance rated above 80% earns a reward extension to contract of 3 days.
    - every day of performance beneath 40% would delete 3 days from contract terms; beneath 10% performance would delete 3 weeks.
    - excellent employees earn job security, negligent employees lose their jobs
    - algorithmic system could be supplemented by continual review by human groups in order to include qualitative intangibles and ensure accuracy
- Revise conferences so they become social network spaces for collective peer-review

Lectures & Tutorials: Mobile, Auto-scheduled

Lectures are auto-scheduled (algorithmic crowd-*doodles* based on the best-fit time slot for the maximum # of students interested) at *locations and times that change every week*.

Every member of the APIsteme inputs their availability and interests on a moment to moment basis into personal calendars that are shared with and analyzed by API-steme scheduling.

Lecture length is variable.

Algorithmic resolution of schedule gridlock occurs in homeostatic feedback with the calendars of each member. Class schedules and times are *open* until *locked*. Once *locked*, lecture or tutorial time and location do not change. ***Schedule locking*** occurs when an optimal # of participants accept the schedule offer; *locking* can occur just-in-time with instant notification. API-steme members are not offered choices (choices tend to take time); instead members are asked to preset preferences and time-availability, then API-steme offers optimal scheduling solutions derived from analysis of their calendars.

In other words, the API-steme administration (*sys admins*) manages the flow of knowledge **supply and demand**. They do so by monitoring personal data from members. Students sign up to follow specific subjects. Faculty sign-up to lead domains. Feeds inform them of all lectures at their level for that week.

By subscribing, students commit to *attend* a certain number of lecture hours per week. Every single member of API-steme is tracked (through the wireless harvest network) from the moment they enter university-facilities to moment they leave facility. **Attendance** is measured on how long they remain in lecture room with their mobile following the course material. This system gives the university metrics such as how long students spent on campus over the duration of their learning process, in what rooms, with whom, etc... Granularity would be specific to the system sophistication.

Faculty are contractually obligated to *deliver* a certain number of lecture hours per week.

Students can solidify the *certainty rating* of levels they have passed by leading tutorials at levels they have passed. Higher ranked students are given priority to earn currency in this way. Currency can be used to purchase more time as a member of the APIsteme community, or it can be cashed in (at an exchange rate that devalues it slightly) for real-world wages.

BYOC (Bring Your Own Computer)

Under the API-steme system, **the university does NOT invest in computers** except for research purposes. ***BYOC* (Bring Your Own Computer)** is normative. Students compete to win better mobile devices that are given out with scholarship-subscriptions.

Infrastructure costs can be shifted from (on a gradual phase out) traditional lecture theatres (with their locked down seats and locked in projectors and locked computers used only a few hours each day) to a new mobile flock model (mobile seats and mobile screens and mobile phones.)

In the mobile flock model, **classes are flash mobs. They self-assemble**. The university provides screens (open for use by anyone at any time) and or screening spaces. Availability of spaces is again visible online. Faculty have priority booking for large spaces.

Money previously spent on computers in classrooms is budgeted for the API-steme wireless harvest network.

APIcoin :Earn In-House Currency

Auctioned is an anagram of education.

It is probable that within every APIsteme there will be an APIcoin. APIcoin is a point-based currency that can be earned through contributions (modules, grading, tutorials, ‘discoveries’,

linkages, curriculum tuning, etc...) made to the knowledge network by members of the knowledge network. Any subscriber to the APIsteme is eligible to earn points; employment becomes measurable relative to engagement, capacity and effort. APIcoin currency accrues in the accounts of all the APIsteme subscribers and employees (for eventual conversion into wages) and/or deductions from tuition/subscription fees.

Knowledge creation is notoriously difficult to quantify. Humanities scholars (in general) resist the commodification of universities. The idea of buying knowledge is odious to the instincts of free data. Yet education is already commodified; knowledge already maps to currency called degrees which are purchased; the upper and middle class are the major customers. Network modalities create opportunity for modes of exchange which might temporarily strive toward equity by offering opportunities to everyone in the network to contribute, where edu-commodification unties itself from vestigial structures like degrees and tenure.

One model of how it might work: earnings rely on metrics derived from peer-network assessment. Exit polls at testing or certification stations query users about the value of learning resources (specific to the test data they have just been tested on). Let us imagine one APIsteme where grades weight the votes (better students are given more weight, their votes count for more). The administration retains voting influence (faculty and staff assessing input of the peers). The results of these reward metrics convert into digital earnings for those who created the educational resources.

As existing educational infrastructures absorb the affordances of peer-networks and alternative currencies, it seems inevitable that local digital reward systems will proliferate. APIcoin will probably not emerge "without 'managerial commands or price signals', without recourse to bureaucratic apparatuses or the logic of competitive markets." In fact managerial processes will (fortunately or unfortunately) leverage peer models to amplify throughput and customer satisfaction. Social change is always relative to metabolic imperatives (such as the instincts ambition, greed, nepotism); it is in my view, unlikely that a peer-based payment mode eradicates inequity. In fact, it might amplify exploitation. Cubicle farms of devoted researchers could contribute entire curriculums in exchange for APIcoin which like feudal grants permit them to stay on the land, working perpetually within and for the network.

Tenure: real-time performance reward schema

In the same way that students get graded for ingesting material, faculty get graded for *creating* material. *Creation value* is a numerical measure of knowledge contribution.

Instead of hiring on tenure (or substantiation) track, faculty are hired on a *real-time performance reward schema*. Example: 3 year contract at 3X reward for performance above 80% would

reward for every day with performance rated above 80% extensions to contract of 3 days.

In this way consistently excellent workers would eventually accumulate contractual safety. (With a perfect record over a 3 year contract, a 9 year contract extension could be earned. 9 more years perfect could at max earn more 27 years security).

Conversely, lapses in performance would erode contractual duration at similar rates. Example: every day of performance beneath 40% would delete 3 days from contract terms, beneath 10% would delete 3 weeks. In this way, removing negligent workers and preventing workers who stop performing from being employed in perpetuity.

This may seem robotic and overly quantitative to traditional faculty. Yet it might prove more fair than the tedium of tenure review: the self promotional aggregation of conventional accomplishments into a palatable package.

Assessment Details

Material that is considered crucial or core to a discipline is weighted more. The process is automated and as real-time as user updates occur. Contributions can be seen as a network visualization of nodes; nodes are born bright then fade over time (if not cited or reviewed) or grow in size (if cited and reviewed); in alternative pedagogy-review-mode, node size reflects time required to learn which is crowd-sourced from student experience. Citation counts, relevance, educational impact, contribution to field: quantifying these nebulous subjective consensus dependent notions is a task fraught with potential for corruption. However, distributing tenure assessment across peers in the field internationally, co-local faculty, and student feedback ensures distributed accountability.

Conferences (circular simultaneous modal discourse networks)

SCM CMC *Gallery 360* offers an ideal location for an immersive cylinder conference.

Room configuration [many-to-many (crowd-centric) tech setup]: each of the 4 or 5 projectors in the CMC cylinder is wired to an independent laptop. The laptops rest on desks with independent audio speakers in front of their screens. Speakers face inward, seated, speaking to an audience seated on swivel chairs in the centre.

In one version of the crowd-centric model, volume of each speaker is controlled by the crowd: which direction are they facing? who are they looking at? Faces counted, a central computer dynamically adjusts the volume of the room so it accurately reflects visual attention. Audio volume in that mode is controlled by the biological flock.

- 10% speaker #1

- 5% speaker #2
- 80% speaker #3
- 2.5% speaker 4 & 5

This system can be adjusted by the moderator of the event/panel.
Perhaps screen #3 (controlled by an audience member who has leapt from their seat to volunteer information) is interesting visually. But speaker #4 has some fascinating commentary to offer. The moderator simply switches the system to auto-follow (screen brightness follows the microphone volume) or manual (moderator controls 5 sliders) or all-equal (all microphones on auto-gain; all screens at 100% brightness).

The Dissertation (Can No Longer Be Defended)

Gaming Company Structure vs Universities

Why an *API-steme* is not going to sprout (any time soon) within traditional universities.

Why? Compare *Valve* (a gaming company) to conventional universities. *Valve* has a flat hierarchy (no titles), no marketing department, and 10 times more content is generated by its users than by its staff (it builds the framework that enable this knowledge exchange); it allows everyone to design their own office space according to their optimal work environment. Desks are all on wheels; moving can be done in 20 minutes. Changes in code (on *Steam*) by a developer can go direct to customer *without approval* within about 15 minutes; it is essentially a curated store connecting content with users and its emphasis is on allowing users to access content whenever they want it. And they operate as a publishing API which is arguably in antiquity the origin of universities.

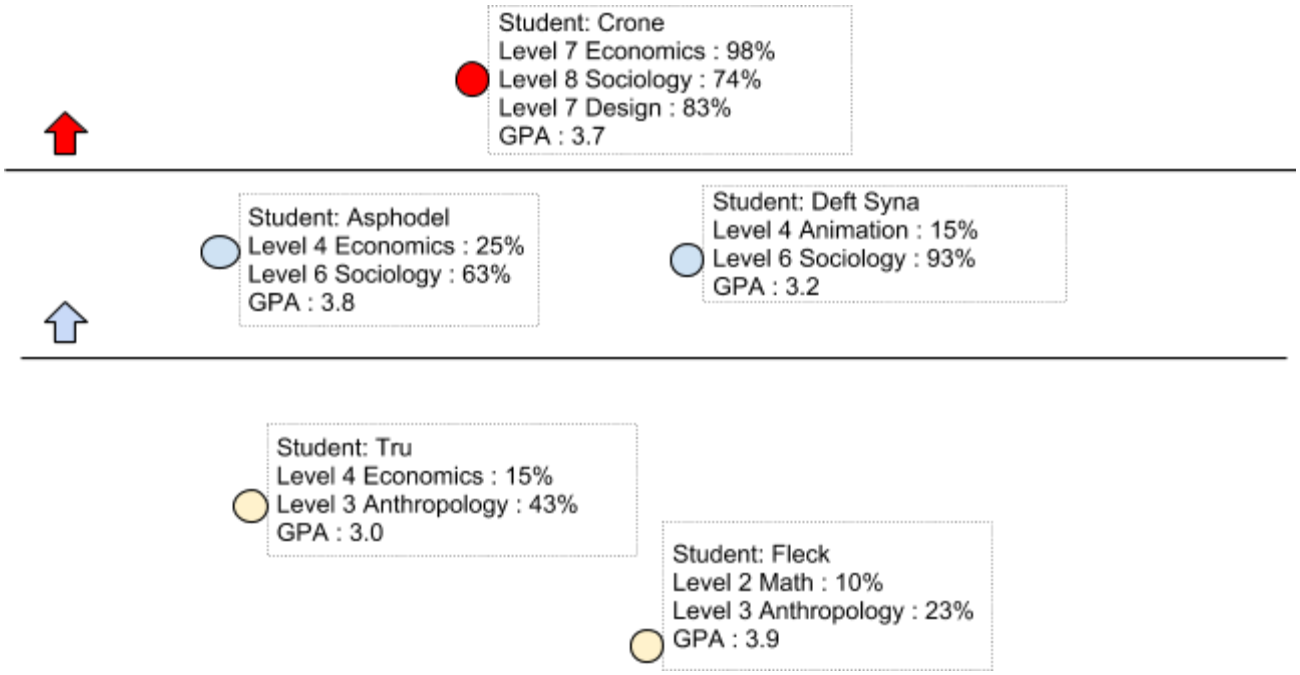
In other words, *Valve* avoids the structures that constrain institutions in order to optimize creativity and productivity (the informational through-put) of its employees and its clients. They are also investigating authorship and ownership in ways that eventually must be adopted by academia: as in how do we track and reward collaboratively-created ideas. In contrast to universities (which tightly regulates the flow of information to its students), *Valve*'s goals are to build systems that allow their users to participate. "We want to take the data and make it as widely available as possible." Gabe Newell, **Reflections of Game Designer** http://youtu.be/t8QEOBgLBQU . At the same time, *Valve* does not ask its users to do the hard tasks like coding: "... releasing source ... limits the ways in which people can participate and add value: its hard, right? It's too hard for people to incrementally get into it. The way we sort of think about being a member of this economy is to think of it much more as an MMO, like you need to walk people through stepwise, here are your *Quests …* Growing people in this economy looks an awful lot like an MMO experience…". And as Newell points out, there are consequences to "communication and access to data getting [exponentially] cheaper".

Knowledge as Mediated Flow (MMO Learning)

In order to remain the frontal lobes of civilization, universities will need to evolve technologically. From the perfect antiseptic space of 18th century discourse and sealed laboratories, toward a symbiotic technological orchard of near real-time diffused swarm intelligence. Ecosystems rely on homeostatic feedback, cycles of mooist immediate transmission, this is where the love of learning blossoms. And wherever love and learning are, there universities must be: broadcasting to their exterior skin a set of 24-7 research results culled on playlist rotation by students and faculty themselves. In this way, universities become perpetual suns ancestors and descendants of open enquiry.

Open living language exchange: the university is already such a space. It just lacks autonomous non-biological memory repositories which can be offered as rent over the space. At a practical level, this involves harvesting the data that grows in the university.

Pathups are aggregates of *flicks* that stream 24 hours per day over private (intranet) video channels on a subscription basis. This is media episteme metabolism evolving with click speed and direction through a thematic biomass of info, feeding back into the neural core.



The Proposal

The following proposal concerns a model for knowledge dissemination and certification using

networked media. Learning occurs in ***flocks*** (distributed teams) collecting points in an infinite cycle of knowledge play. There are no courses, instead there are micro-modules which aggregate into clusters contributing to a real-time quantified metric of student's level.

The proposal suggests that by leveraging a sweet spot between crowd-sourced DEC and faculty curated metrics, universities can optimize knowledge transfer while retaining a sustainable profit model.

TRANSPARENCY, The Race: students will receive real-time visible feedback of the performance of their peers. They will know what others are studying; they will be able to select and or follow other students or ***flocks***. A small agile group with roaming leadership could work as teams do in bicycle racing: creating systems of flow.

Each week/day/hour everything (video lectures, websites) watched by a flock and judged to be of high quality is assembled/aggregated into a **'flick'**: a dense knot of knowledge specific to a subject. Flicks have different publicity settings and can be shared or kept private.

1. ***Flicks*** can be traded and shared as modules. Modules can be rated for difficulty or sorted into hierarchies or paths. Paths can be recombined into sub-disciplines. Disciplines emerge where multiple threads converge. Mash-outs are when mash-ups go viral. (The terminology may change but the process feels inevitable).
2. By following leaders or trailing behind flocks less adept students will gain.
3. Interdisciplinary gleaners will (with subscription access to the evolving university network) lurk or hover over sets of flicks .... Delivered to their inbox remotely anywhere at any time.
4. Leaders of flock who establish sets of questions (***trails*** thru material with institutionally -certified gates) can be reimbursed. If their questions are accepted as legit they get paid as well as earning points toward their eventual *degrees.* This corresponds to the gaming notion of in-game currencies that are exchangeable: motivational structures that are immediate and convert into real-world rewards.
5. ***Degrees*** are on a (infinite?) gradient as scaled percentage of knowledge of a discipline. In other words. I might know 1.3 % of total contemporary physics (concepts); 20% contemporary poetics; 80% digital poetics; 17% of principles of affective neuroscience; 45% contemporary art (new media); 0.01% chemistry; 16% applied code for artistic purposes; 11% aesthetic theory. My innovation rating is high in language dexterity; low in numerical agility. My answers (short essays) are influential within a domain circumscribed by 200 learners (whose cumulative GPA anonymized is available as a visualization; on another note, GPA should be redefined as General Proficiency Average: a real-time average of inter-disciplinary skill).
6. **As an educator, my *cloud of followers* constitute my *students.* I am contractually obligated to dialog, assist and assess each member of this flock in order to enhance their trajectory.**

7. There are major quarterly celebrations of bo*th* sprinters (high rapid precise specialized students who thread the data) and distance-runners (slow cumulative generalists moving past key metrics established institutionally).
8. Formalized testing for verification purposes would occur continually in-between and intensively prior to the quarterly festivals. Group and individual scores aggregate. Students decide when they go or exit the testing facilities.

Problems

As in any competitive milieu, education is at a near-term risk of doping issues. Nootropic enhancements will be normative for future students. As will grinding: the outsourcing of student labour through forged IDs. As will HFT exploits and automated knowledge bots.

Academic in-fighting and silo-disciplines in existing infrastructure will view revolutions in the diffusion of knowledge as threats to both their power and funding foundations.

This does not negate the issue at hand: the optimal growth adaption plan for an educational institute is to re-package itself as a *platform API* service willing to utilize any non-harmful innovative methods capable of efficiently aiding cognitive enhancement and episteme expansion.

API-steme: curating, assessing, filtering, collating.

> The foundation of knowledge at a factual level
> already exists outside of universities.
>
> Info is cheap; facts can be crowd-sourced.
> Interpretation and experience is not cheap.
>
> Universities should be about bringing experts (primarily remotely)
> into dialog with others; developing APIs to facilitate learning;
> people meeting to discuss questions,
> help each other, and solve problems.

Surveillance Information Data-Mining as API-steme fertilizer

Video capture zones will be established all over university (like in We Live In Public):
the ***host university owns all the image and words and gestures of its inhabitants***.

Of course it seems as if this would involve flagrant violation of privacy, but it does not need to be so. Consensual contractual agreement between user-students who install university ***Steme-ware*** *would delineate how much they are willing to give and/or receive. Contemporary cell-phones already have capacity for dual accounts: one for university, other for personal.*

Auto-mated algos sift everything typed photoed or videod within the university subnets (perpetually active wireless sniffers harvest multimedia from anyone enrolled at the university; students become mobile pores). Harvested data is auto-analyzed for faces, voice-to-txt transcribe, then meta-data tag to reveal ideas. Footage is instantly accessible to subscribers, who rate it and improve its tags as they bookmark and annotate it. The majority of harvest is noise: a university needs to develop software to identify the information. Usually information will emerge through hubs (innovative thinkers) or identifiable early-adopters.

Students' notes are all time date stamped and again data-mined. The university admin and public has access to a hive of keywords and trends. Visualization skins are built thru an open API: the university rewards teams of design students whose skins become popular.

In the same way universities opportunistically adopted internet tech, so the modality of total surveillance contains an opportunity for flock security. Richard Attenborough describes how lizards gathered at the door of a collective burrow provide integral support for a collective flight reflux so always on connectivity opens door to immediate shared learning where authorial ownership is assured by openness.

The skin of the university is buffeted by discoveries (revelations, logical theorums, questions that traverse between disciplines), interdisciplinary openness would allow for instantaneous review of diverse perspectives on canonical figures.

Node: STELARC
Tags: robotic, bio-art, engineering, cybernetics, post-human, durational, transcendence
Disciplines (ordered by activity): Anthropology, engineering, media art, theology, communications, computer science, philosophy, gender studies, medicine
Current activity : ...

Lettersize data

First Thoughts Last: The Basics

A proposal to radically transform university education through creative use of media by combining elements of life-long learning, MOOCs, databases, and game modalities.

All lectures online in brief (2 min or less) format.
Students watch videos at their own pace and
then schedule and are tested on material in facility.
Testing can be purely computational or through discussion labs/essays for qualitative subjects.

Conventional post-secondary education confers only 3 degrees: Bachelor, Masters, PhD
These degree notions are insufficient at representing student capacity.
Fine-grained evaluations of student progress are now possible.

Universities should not just grant degrees, they should track progress.

Conventional post-secondary education allows only Majors and Minors.
These inhibit flexible inter-disciplinary research.
Open self-assembled paths are now possible.

True inter-disciplinary paths are only possible if some of the barriers are removed.
Students could purchase limited time access to disciplines of interest to them in packages.

Traditionally knowledge is broken into semesters, within semesters there are courses.
Course materials often overlap, repeat, or re-teach material.

There is no reason that learning should occur for everyone at the same pace.
Speed of learning should be a by-product of student's capacity and work.

The best students are constrained to repeat or take course material they already know at rates appropriately gated to ensure that normal students have time to assimilate information..

Force feeding is counter-productive; too much repetition de-motivates; the notion of course should be dissolve into the notion of module. Modules might range in length from 15 seconds to 5 minutes. Sets of modules would constitute the new teaching data.

A motivated student can achieve far more than a de-motivated student.
Sets of modules like game levels could activate competitive instincts through immediate feedback.

Meta-data could link similar modules of content.
Example: All lectures that mention “standard deviation”
Results from following departments: Accounting, anthropology, economics, sociology, math .

Full time means full time
No knowledge should disappear.
Teach once learn often.
All video in the archive is instantly accessible.
Perpetually.

Time replicates recursively and grows fertile.

APPENDIX: Mutating Hunt into Research

As Jane McGonigal (see her TED video in credits) implies, whoever creates the *WOW of higher education*, capable of inspiring dentists, truck drivers, stock brokers, DJs and to spend 40 hours a week (of their spare time) learning, will be capable of solving a lot of problems. One of the reasons, *WOW* succeeds is because it (through quantitative assessment) perpetually meets its subscribers with a lesson appropriate to their skill that is wrapped in a transcendent mission. It is delusional but it bootstraps motivation effectively. It also activates the hunt reflex.

API-steme is a step toward mutating hunt into research.

Charles Olson says of Herodotus' concept of history:

> *... it was a verb, to find out for yourself:*
> *'istorin, which makes any one's acts a finding out for him or her*
> *self, in other words restores the traum: that we act somewhere*

The birth of gaming in Lydia, --when they invented betting: dice, the knucklebones and the ball (according to Herodotus via McGonigal) during a famine -- occurred prior to but in the same

Greek city as the birth of western metaphysical philosophy traditions, -- big questions were asked: self-reflexive consciousness, know thyself, paradoxes of time and space, physics, optics, unity.

During that era (which the existential philosopher Karl Jaspers called the Axial Age, around 600 BC. -- see Graeber's Debt), Lao Tse, Confucius, Buddha, Socrates and Thales lived and taught. And in China, Mesopotamia and Greece, city-states coined the first money for the first mercenaries. Smelting, accounting, and slavery grew.

We are living in an Axial Age.
Turing, Dolly, Bitcoin, Stuxnet.
Turbulence brings risk.

After the time of the axial philosophers, China entered into the Qin dynasty. 焚书坑儒 : the burning of books and burying alive of scholars.

Herodotus describes how after axiomatic changes in Lydia (the first markets, the birth of the occidental scientific method, and a blossoming of hyper-realist figurative sculpture), a tyrant began to rule first as a benevolent judge, then as military chief. Eventually, insulated from view, he forbid everyone to look upon him or laugh in his presence; then he subdued all using a technologically-advanced army trapped within a castle of concentric rings.

Contemporary civilization is facing analogous risks.

Tyranny is obviously possible (even plausible and feasible) with perpetual wireless sniffers sniffing at our always-on lives (loves, memos, memories, notes, knowledge) in our pockets.Even if compassion occupies and explores the affordances of networked knowledge, it is probable that negative network-based control will emerge.

So build networks, to grow games, protect the manuscripts, defend the lab, and guard the honey. Develop robust insular nodes of free epistemological exchange.
The barbarians are at the gate, and the barbarians are us.

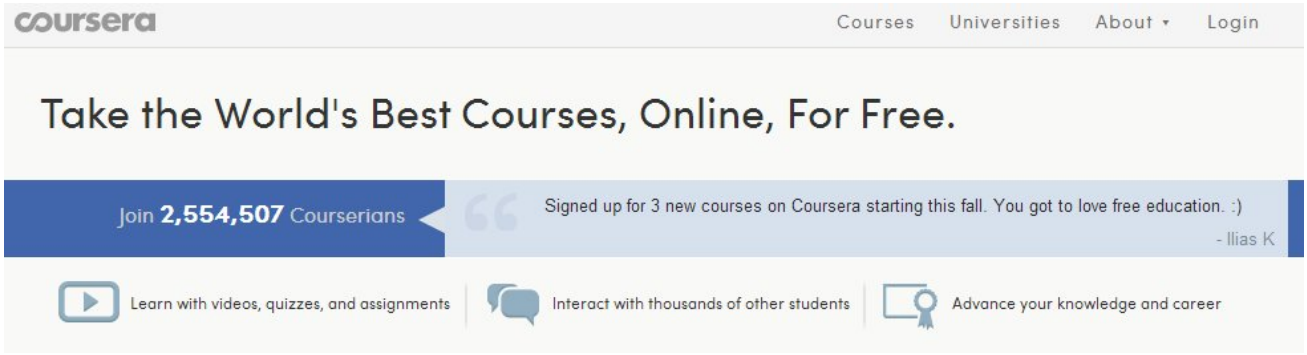
API-steme today.

Parallel Sources

“If you complete the game [Evoke], you will be certified by the World Bank Institute as a social innovator, working with universities all over sub-saharan Africa...”

MOOCS


UDACITY
Learn. Think. Do.
Invent your future through free interactive college classes.
How it works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- Ilias K
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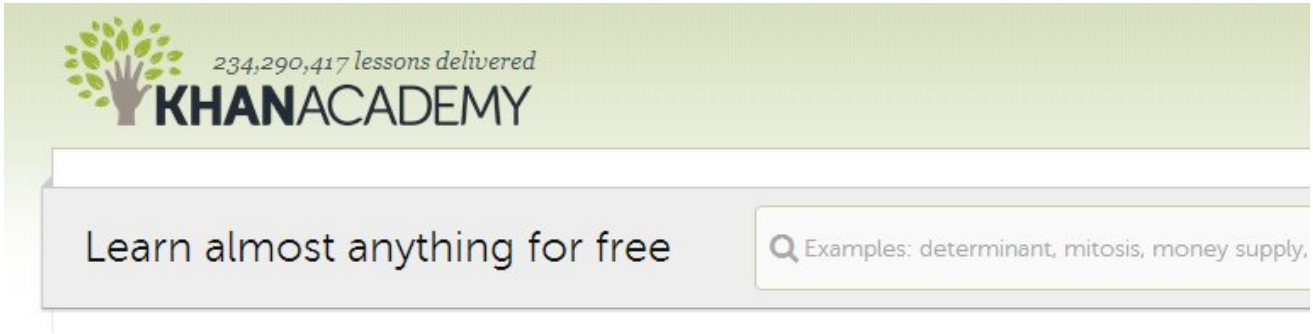
234,290,417 lessons delivered
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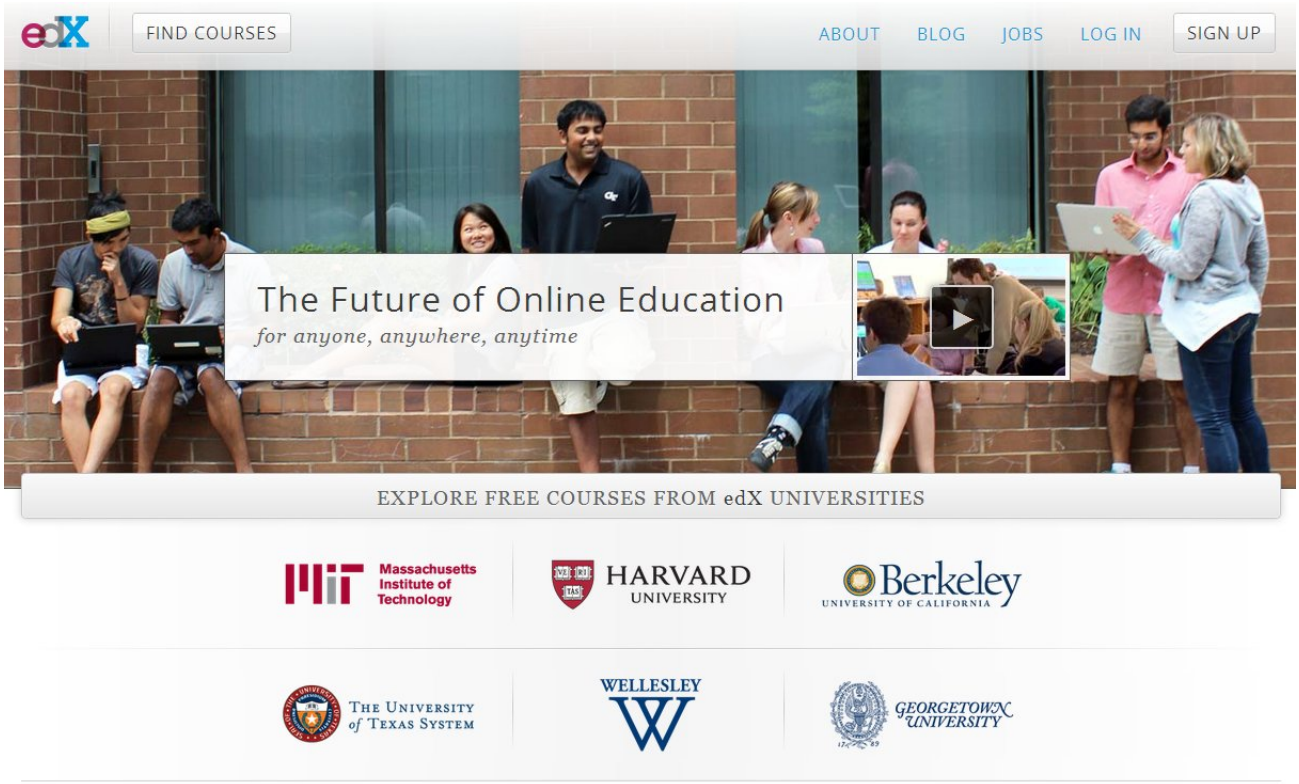
Learn almost anything for free
Examples: determinant, mitosis, money supply,



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Towards a Free/ Libre/ Open/ Source/ University

By Paula Roush.

http://www.furtherfield.org/features/articles/towards-free-libre-open-source-university

Paula Roush explores the growing interest in free and Open Source practices in art. This report maps out these shifting relationships in contemporary models of education both online and offline. Recent expansion of so-called 'free culture' has contributed to placing the debate over authorship, ownership and licensing of the artwork at the centre of artistic production. Crucially, the transformation of art in the age of global culture and the consequent move from autonomous art objects into cultural artworks and services, has resulted in the emergence of new visible tendencies.

Born in Lisbon, Paula Roush lives in London where she is an artist and lecturer at the London South Bank University and University of Westminster. More about Paula Roush - http://www.msdm.org.uk/

You can find the original article on 'Collaboration and Freedom – The World of Free and Open Source Art'.
http://p2pfoundation.net/World_of_Free_and_Open_Source_Art

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“Within a few years, the micro unit will prevail, I suggest, in accord with new modes of attention (deficit) for both production and reception.”

Amodern 1: The Future of the Scholarly Journal
Print | PDF
Scholarly Publishing :Micro Units and the Macro Scale
Johanna Drucker

http://amodern.net/article/scholarly-publishing-micro-units-and-the-macro-scale/

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Digital Humanities Awards
Recognising Excellence in Digital Humanities
http://dhawards.org/dhawards2012/results/

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