Jane Austen and the Belly of the Beast:
Commodification, Technology and the Open Agenda in Higher Education
John Casey, Queen Margaret University Edinburgh
Wolfgang Greller, Vienna University of Education
Presentation for The Goldsmiths Learning and Teaching Conference 2014
1. Background
2. The Mysteries of Higher Education
3. Public Good and Public Goods
4. Redesigning Higher Education
Jane Austen and the Belly of the Beast:
Commodification, Technology and the Open Agenda in Higher Education

1. Background

Influences
Discourse
Globalism
Background: What is the Point of Art School?

THREE 'POLITICALS'

What’s the point of art school? The reason I ask that question in the first place was purely political – political in three senses of the word. I mean political with a capital P, political in the feminist sense of ‘the personal as political’, and political in the original sense of the term as patron collective.

I’ll start with ‘political with a capital P’. When I took over this extraordinary job in this extraordinary place I did so at a time when it seemed that government was doing everything possible to take away those extraordinary virtues. The imposition of the £5,000 fee on the basis of neo-liberal austerity gave, which said ‘you can’t afford it’ (even though in fact it is costing the taxpayer more to fund the fees) has had a profound effect on the perception of art schools.

It doesn’t take an economic genius to see the three ‘what’s the point of art school?’

ADDRESS, CSM HEAD OF COLLEGE PROFESSOR JEREMY TILL ARGUES THAT, IF THERE WAS EVER A TIME WHEN WE NEEDED ART SCHOOLS AND THEIR THINKING, IT’S NOW

IN HIS ‘WHAT’S THE POINT OF ART SCHOOL’ ADDRESS, CSM HEAD OF COLLEGE PROFESSOR JEREMY TILL ARGUES THAT, IF THERE WAS EVER A TIME WHEN WE NEEDED ART SCHOOLS AND THEIR THINKING, IT’S NOW

IN HIS ‘WHAT’S THE POINT OF ART SCHOOL’ ADDRESS, CSM HEAD OF COLLEGE PROFESSOR JEREMY TILL ARGUES THAT, IF THERE WAS EVER A TIME WHEN WE NEEDED ART SCHOOLS AND THEIR THINKING, IT’S NOW

The first answer to the question ‘what’s the point of art?’ is that collectively we find ourselves in a state of extreme challenge. That’s because the only thing you can do with commodities is buy, sell, or exchange them. Art gets reduced to a part of the market mechanisms.

There is, however, a strange byproduct of the newly commercialised world of education. Now that our students are paying for themselves, and doing exactly what that entitles them to do, there’s a flipside to the consumer society. What the CBA fee might do is introduce a kind of neo-liberarian landscape in which the choice and freedom...
Utilitarianism and the Art School in Nineteenth-Century Britain

Malcolm Quinn

commonwealth

Michael Hardt

Antonio Negri
Background: Public Aesthetics

Utilitarianism and the Art School in Nineteenth-Century Britain

Malcolm Quinn
Background: Public Ethics
Background: Technology and Fear

Remaking education in the image of our desires

The current generation of students will witness the remaking of our education system. Change is happening on many fronts: economic, technological, paradigmatic, social, and the natural cycles of change that occur in complex social/technical systems.

People have attempted to define change principles: Christensen’s disruptive innovation, Schumpeter’s creative destruction, Kuhn’s revolution structures, Paul A. David’s model of long systemic change, and (my personal favorites) Carletta Perce’s techno-economic revolutions. Each of these are a different lens for viewing big, dramatic, change.

Education faces enormous pressure. Almost unanimously, teachers, parents, students, politicians, and random people who like having opinions, are declaring education broken. This “it’s broken” declaration is directed at primary, secondary, higher education, and even
Background: Inequality and ‘The Belly of the Beast’
Jane Austen and the Belly of the Beast:
Commodification, Technology and the Open Agenda in Higher Education

2. The Mysteries of Higher Education

Legacy Features – Scarcity
Property
State Intervention
Technology and Monopoly
Digital Transgressions
Mysteries of Higher Education: The Economics of Scarcity
Mysteries of Higher Education: Property Rites

Harvard University says it can't afford journal publishers' prices
University wants scientists to make their research open access and resign from publications that keep articles behind paywalls

Ian Sample, science correspondent
The Guardian, Tuesday 24 April 2012 17.45 BST
Jump to comments (97)

A memo from Harvard's faculty advisory council said major scientific publishers had made scholarly communication 'fiscally unsustainable'. Photograph: Corbis

Exasperated by rising subscription costs charged by academic publishers, Harvard University has encouraged its faculty members to make their research freely available through open access journals and to resign from publications that keep articles behind paywalls.
Mysteries of Higher Education: Digital Transgressions

‘The University of Cambridge, it appeared, worked in practice but not in theory’
Mysteries of Higher Education: Reaching its Limits?

20 Years of Progress…without MOOCs

Graduation Rates up by 20% (equivalent to a UK Degree)

across all OECD countries “an average of 47% of today’s young women and 32% of today’s young men will complete this type of education over their lifetimes”

OECD 2012
3. Public Good and Public Goods

Policy & Property
The Commons

Jane Austen and the Belly of the Beast:
Commodification, Technology and the Open Agenda in Higher Education
Public Good and Public Goods: An Emerging Open Economy?
Public Good and Public Goods: The Commons
4. Redesigning Higher Education

Uncertain Futures
The Knowledge Economy
Beginnings
Benefits
Directions

Jane Austen and the Belly of the Beast:
Commodification, Technology and the Open Agenda in Higher Education
Redesigning HE: Uncertain Futures
Redesigning HE : Reality Therapy?

“the idea of the knowledge economy‘ has shaped education policy in the UK and around the world…this vision, may be increasingly hard to realise…highly rewarded, creative and autonomous work is likely to be restricted over the coming two decades to ever smaller global elites.”

Final Report: Beyond Current Horizons Programme 2009
Redesigning HE: Beginnings

process.arts

ocTEL

#BYOD4L

TOOC vs. MOOC

The prevailing model for most MOOCs these days involves the course being housed in a closed platform such as that used by Coursera. Participants must register to view the course content and materials cannot be used outside of that course. Participants usually only communicate with others in the course and sometimes not even then, and yet the first “O” in MOOC stands for “open”, something most are not.
Redesigning HE: Open Benefits for the Mainstream

• Showcasing, networking and recruiting
• Students make well-informed choices = better retention & satisfaction
• Portfolio of published work – teacher – student - institution
• Institutional recognition and reputation
• National and international collaborations
• Institutional and disciplinary ‘memory’
• Learning design skills
• Reduce repetitive aspects of work
• Facilitates accountability / improvement.
• Public service delivery
• Passing on subject knowledge and teaching expertise
• Driver for cultural change
Redesigning HE: Back to the Beginning?

‘a balanced' civic humanist form - placed 'off balance’ by public needs
Redesigning HE: Future Options

There is No Alternative
Margaret Thatcher

The Future is Unwritten
Joe Strummer


References


(11) Creative Commons http://creativecommons.org/about


(15) OpenLearn: http://www.open.edu/openlearn/

(16) California and Washington Open Textbooks:
Creative Commons USA (2012) California Unveils Bill to Provide Openly Licensed, Online College Courses for Credit http://creativecommons.org/weblog/entry/37278

Washington Open Course Coursebook site: http://opencourselibrary.org

(18) US ‘Bridges to Success Project’


Contacts

John Casey  
Learning Technologist  
Centre for Academic Practice  
Queen Margaret University,  
Edinburgh  
EH21 6UU  
Email: jcasey@qmu.ac.uk  
web: http://geronimoscadillac.wordpress.com

Wolfgang Greller  
Vice-Principal for Research and Quality  
Vienna University of Education  
Grenzackerstrasse 18  
A-1100 Vienna  
AUSTRIA  
E-mail: wolfgang.greller@phwien.ac.at  
web: www.greller.eu