

# Losing The Human Connection

Tech-Takeovers in Our Schools

<https://wrenchinthegears.com>

# 2 Hour Program

**Welcome: 20 Minutes** Introductions / Read Aloud / Discussion of Story

**Video Clips: 15 Minutes** Selection

**Information Gathering: 45 Minutes** Data Gathering / Small Group Discussion / Report Back

**Possible Next Steps: 25 Minutes** All Group Discussion

**Close: 5 Minutes** Whip, Final Comments

# Name \* Role (Student, Teacher, Parent, Community) \* From One Word Response To This Image



# Community Control

Continued Colonization

# Hostile Takeovers Of Low Scoring Schools

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



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

[READ MORE](#)

**Fragmenting**

Knowledge and Social Relations

**Loss of Autonomy**

**Narrowed Curriculum**

**Ed Reform 2.0 is a  
Social Justice Issue**

**Lack of Agency**

**Isolation**

**Targeting Innovation/Empowerment Zone Schools**

**Tracking Into Low  
Wage Jobs**

**Child Labor in  
Work-Based Settings**

**Behavioral Conditioning  
Negative Reinforcement**

**Unpaid Digital Labor**

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

**Weaponized Algorithms**

**HUMANITY**



**FREE WILL**

Future Ready  
Schools

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# **The Fun They Had**

**Isaac Asimov, 1951**

**Shared Read Aloud 5 Parts**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

And the teachers were people...

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

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

# Digital Education



**How is information regulated?**

**How is the student profiled by data?**

**What is the quality of the experience?**

**What is lost when human connections are eliminated from education?**

**The book as a “seed” of resistance.**

# Video Clips

**View a couple of shorts.  
They'll provide food for thought for the  
information gathering activity.**

The end game in 4 minutes.



Any time

Seat  
Time  
Waivers

Credit  
Flexibility

Any place

**“Learning is  
Earning”  
6 Minutes**

**Blockchain  
Credentials=  
Edublocks**

**Chasing Skills for  
the Gig Economy**

**This Technology  
Exists Today**





**We can track it...**

**Origin / Source**

**Date**

**Context**

**People**

**Events**

**Education Accessed**

**Outcomes**

**#Blockchain**

**1.5 minutes**

# Age-Based Grades Replaced By

<https://ytcropper.com/cropped/u65ab85c4c76507>

**Competency Based Education  
“Innovative Education” North Dakota  
2 Minutes**

# Philadelphia City Council Testimony

<https://youtu.be/QPIRCX2J-H0>

**Opposing Early Childhood Ed-Tech Pay for  
Success Programs  
6 Minutes**

# Ed Reform 2.0 Time Machine

## Refer to Packet

2018  2030

**Loss**

**Affirmation**

In Opposition to

**Deprofessionalisation**

**Resistance**

Now and Future Opportunities

**Behavior Management Systems**

**Surveillance**

**Ed-Tech Colonization**

**Profiling**

**What is your experience?**

**Respond to these prompts on the poster sheets.**

**Power**

**Data**

**Discipline**

**Student Learning Conditions**

**Control**

**Relationships**

**Screen Time**

**Allies**

In This Struggle

**Workforce Pathways / Soft Skills**

# Respond to Prompts

**One Topic Heading Per Tablet Page  
Arrange Around Room on Walls / Tables  
Provide A Marker To Each Attendee**

# Respond / Discuss

**15 Minutes Each: Individual Response / Small Group Discussion / Report Back**

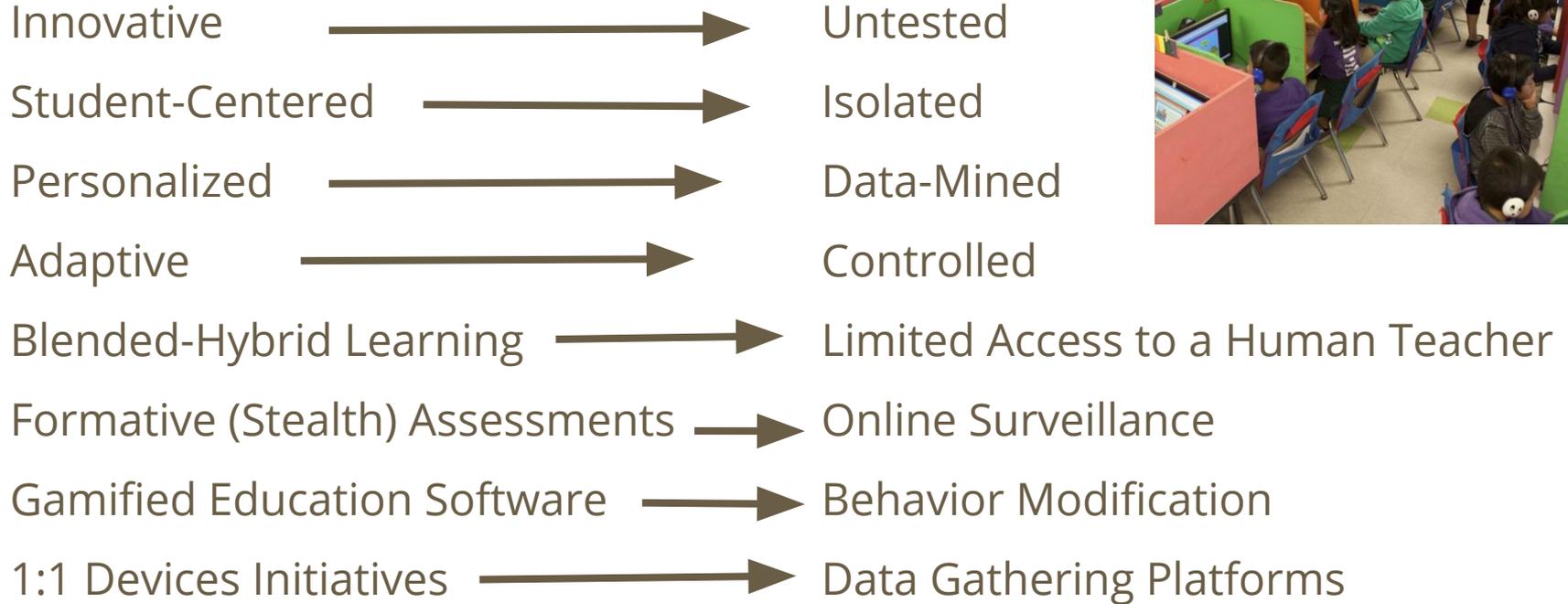
**After First 15 Minutes: Count Off Into Groups (3-4)  
Give Each Group 4-5 Sheets To Review**

**Next 15 Minutes: Small Group Discusses Sheets**

**Final 15 Minutes: Takeaways Reported Back To Full  
Group**

# An education campaign is needed.

Need to reframe the discussion, reinterpret, what do they really mean?



# Next Steps

Where do we go from here?  
25 Minutes All Group Discussion

**Close**

**Whip**  
**One Word, Final Thought**  
**5 Minutes**