Notes generated during
Chris Gilliard’s Presentation
01/07/2020
Plymouth State University

Mappiniginequality (learn more about redlining in USA and download maps)

This is one of Chris’ articles on digital redlining:
https://www.commonsense.org/education/articles/digital-redlining-access-and-privacy

Digital redlining: enforcing class boundaries/ discriminating against groups through technology policy, practice, pedagogy, or investment decisions

Facebook, “non-registered user,” ethnic affinity assigned based on your preferences
“No Blacks Need Apply”: Illegal but still in practice on Facebook because of how they target ads and exclude, etc.

Predatory inclusion: providing historically restricted goods/ services to members of marginalized groups in predatory ways that reproduce inequality and insecurity (ex: loans)

“We should assume automated systems will deepen inequalities unless proven otherwise? Is that right? what???? Who got that Ruha Benjamin quote??

Journal access

Email tracking through college emails

Podcast episode about S.T.R.E.S.S.

New Republic article about STRESS

So much of EdTech is about surveillance

What is a “police matter” in a world with constant surveillance? What isn’t?

What does it mean for “open” to think about research projects that mine faces to train facial recognition software? And making that data “publicly available?” Is everything open/shared good because it is open?
“You do not have an expectation of privacy in public.”

Interesting that using that data is not subject to IRB approval.

Kingpin

Spiderman and ankle bracelets: 

Very little independent research on the edtech. Where does your research come from?

“Surveillance strips people of agency and dignity under the guise of caring for people.” Chris

Surveillance: who is it deployed FOR and who is it deployed AGAINST.

Amazon Rekognition: “provides highly accurate facial analysis and facial search capabilities that you can use to detect, analyze, and compare faces for a wide variety of user verification, people counting, and public safety use cases” and “you can easily detect when faces appear in images and videos and get attributes such as gender, age range, eyes open, glasses, facial hair for each. In video, you can also measure how these face attributes change over time, such as constructing a timeline of the emotions expressed by an actor.”

Stripping people of agency and control and dignity, in the name of decency/safety. Not acceptable.

You can have services without surveillance.

We’ve been taught to think of privacy as an individual thing, but it’s not.

The hazards of the frictionless. ---- this strikes me as a really useful idea for teaching

Ring is a conspiracy by Amazon to surveil its own employees 😳😢😡

If we are doing something that is really good for students, why don’t we talk to them about it? Why don’t we explain the risks, let them choose?

We can talk about the risks of a gallbladder surgery that will radically improve someone’s life. But we generally can’t tell students the risk of the edtech that we are using to “help” them.” We aren’t educated about it, and even the companies can’t guarantee what will happen going forward.

Technology is adopted because it provides a service. Security for that tech creates barriers for
that service. We expose ourselves to risk through tech; do we have a choice to accept that risk and avoid over-security?