

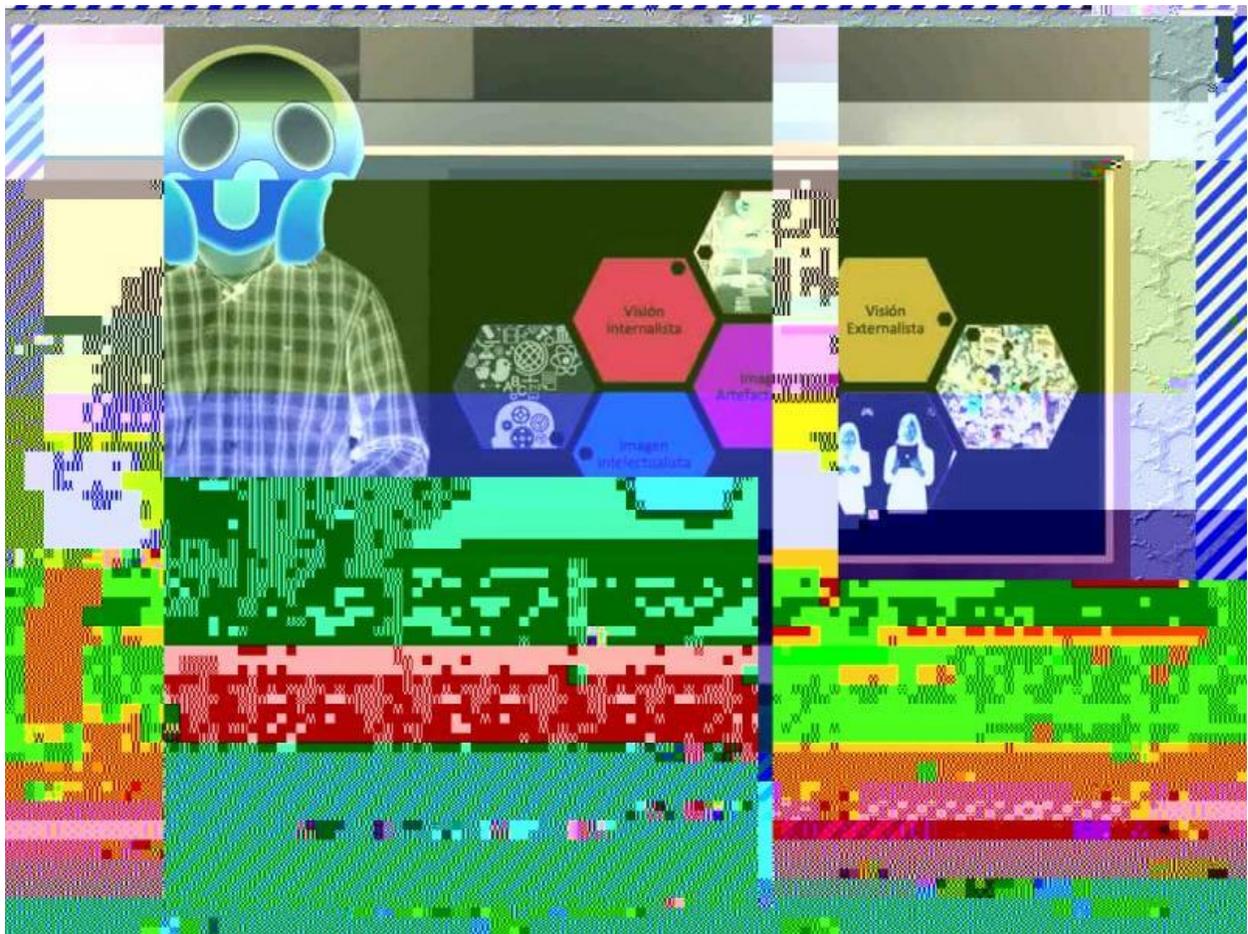
Martín's artifact
STS Pedagogies

Course: Intro to Technology

Assignment: Video essays as main evaluation source.

- Course taught between Spring 2013 to Summer 2017 to Economist in Universidad de Chile
- Course taught Fall 2015 to Fall 2017 into interdisciplinary classrooms in Universidad de Chile
- Course materials are similar (but not the activity) to the Coursera "How technology change (us)? <https://es.coursera.org/learn/comonoscambialatecnologia> (In Spanish)
- Part of the project "Technology theories for all" in 4S Boston, 2017

<https://www.4sonline.org/technological-theory-for-all-teaching-experiments-on-sts-in-chile/>



Effective Presentations (Videos) (between 40% to 75% of the grading of the class. Teams of 2 to 3 students. Topics were offered from a pre-defined list of the pedagogical team, with some flexibility. Focus on diverse media, topics and sources related to intellectual areas of the group. Free translation without edition)

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Exemplars:

<https://vimeo.com/user30822864> (several exemplars)

<https://vimeo.com/124780322>

<https://www.youtube.com/watch?v=cCqXxJvCkvQ>

<https://www.youtube.com/watch?v=mbQJ-m4ZsK0>

<https://www.youtube.com/watch?v=8l2B01COQz4>

<https://www.youtube.com/watch?v=rXCC1uZ9mBA>

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The major evaluative work of the course is related to the realization of effective presentations. Presenting is an everyday communicative exercise, with a major work, social and cultural relevance. Effective presentations are characterized by establishing a solid story, with a clear structure, in which the content (background) of the same is endowed with a form appropriate to the audience to whom it will reach.

The construction of the guideline reflects these elements of an effective presentation, which will be videotaped. The presentations will be made in the place that the team deems convenient, with support material relevant to what they want to narrate, always keeping in mind to comply with the theme of the video and including the contents addressed in the course so far (cumulatively).

Basically, they should record a traditional presentation that meets the criteria of the guideline. Any other innovation in their delivery (inclusion of the ppt in the middle of the video, visual effects, recreations, dramatizations) will be highly appreciated and evaluated as bonuses to the grade obtained between 0.1 to a 1-grade point, depending on the quality of the enhancement included.

The length of the videos (i.e. presentations) cannot exceed 5:00 minutes. It is suggested to use the IGNITE format in the presentation to optimize the design and use it. The minimum recording format is 420p video quality. All videos will be uploaded to Youtube and delivered through the publication of the link.

The teaching team will indicate which are the elements to be co-evaluated or self-evaluated. The delivery of the video will be the Monday before the corresponding class (in order to have time for viewing and correction).

At any time there may be external evaluators, designated by the coordinating teacher, for particular topics of interest and to enhance lea

Specific recommendations for each video:

Video 1 - How does technology change (us)?

The motivation of the first part of the course is to understand how the human system is altered and modified by (for) technology. Considering different technologies, they should address the major changes produced since their invention, describing the history, classification, function, impact, and values of the assigned technology. From an artifactualist approach, the impacts of technologies on everyday life.

It is suggested to consider some of these questions for

- What need/desire does the technology solve?
- How does the economic system change due to technological changes in this technology?
- How does this technological function express itself, with what other functions does it coexist in this technology?
- Why were the technological changes positive/negative/neutral for the users/people?
- What new impacts does this category have after the technological change?
- What values are at stake in this technology?

Video 2 - What did you think the 21st century would be like?

The second presentation has to do with the technology-literature relationship, which in Western society is very well represented by science fiction. Many (if not most) of the stories of this genre written in the last century placed a distant future beginning with 20XX. These stories have had a powerful reverberation on our perception of society and its limits, as well as, on new artifacts and machines (hard and soft) that we have designed in the last few decades as humanity. This year's focus is on Science Fiction works produced by Chileans or in Chilean territory.

The construction of these ideas about the human, the social, and the future is the axis to be analyzed. Some guiding questions for this presentation may be:

- Which technology(ies) take prominence in the novel analyzed?
- What type of society is described in the novel? (Utopian or Dystopian) What role do the individual, technology, nature, knowledge, and time play in it?
- In what period of Science Fiction was the novel made? What distinctive features identify it?
- What view do the characters have of technology? Is there textual evidence for this?

Are there explicit dichotomies in the text?

Dichotomies: (externalist/internalist) (artifactualist/intellectualist) (technopositivist/technonegativist) (hard/soft) (goods/services) etc.

- How do the experiences of the author represent in the story a description of the relationship between human-technology relationship?
- What values are at stake in the novel? What is the main (techno)ethical dilemma?
- Where does the action of the novel take place? (A factory, planet earth, a planetary system, a spaceship) How does the context affect the narrative?
- Under what conditions might the ideas in the story occur?

Video 3 - What are the challenges of technology?

Understanding technology is about understanding the emerging relationships of technology to reality. Technological cultures and theories manifest themselves under different paradigms, which have the challenge of guiding the construction of a better society.

In this video, students will reflect on a contemporary technological challenge, on which they will be assigned a) a film work (fiction or documentary) and b) a recent research paper, where they will address the emergence of this technological phenomenon and its implications, critically analyzing the topic, including contents of the paper and the film work.

The video should not be a summary of either resource, but a critical and creative analysis of the assigned topic and its relationship to society.

There are no suggested questions for this video because, at this level, students are expected to produce a free and informed scholarly reflection.

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All the videos will be evaluated with the same grading guideline.

Grading Guideline

Each dimension was assessed between 0 to 5 points. Then, the grade was calculated (in most institutions in Chile, grades are from 1 to 7, with 4 as minimum score to approve)

How is it evaluated?

Each dimension is assigned a value from 0 to 5 according to the degree of achievement. 0 when the dimension is NOT achieved or included. 1 when the inclusion is minimal, 2 when the degree of compliance is sufficient, but not satisfactory. 3 when the dimension is fulfilled with errors that need to be improved. 4 when the dimension is met with small errors, which can be improved, and 5 when the dimension is achieved without errors or optimally.

This guideline will be applied by the teaching team, as well as sometimes by other teams, guests, and/or the group itself to obtain self- and hetero-evaluations of the presentations.

Storytelling

(25%)

The presentation captivates the audience, combining data with emotion throughout the video
Supporting material is good (graphical > textual, structured, examples)

Structure

(25%)

The presentation contains explicitly distinguishable creative elements

The presentation contains a recognizable and clear introduction and conclusion

The time of the video is adequate (+/- 15 sec per category)

Content

(25%)

Content is accurate and relevant to the assigned topic. Answers the module question

Content is based on appropriate, relevant, and traceable literature and sources.

Content is about conceptual elements covered in the course, used in an explicit and relevant manner.

Form

(25%)

The presentation is dynamic. There is adequate use of the presenter's space.

Vocalization is clear, modulated, fluent, and allows understanding of what is being said.

Vocalization includes emphasis and pauses in the narration.

The speaker projects confidence. Body posture and kinesic communication is consistent with communicative intent.

The recording is well done (the image is distinguishable and the audio is audible).