

DAY 2 ASSIGNMENT

1. Define the ideological, technological, economic and structural nature of your agency.

Mission/Reasoning



Our structure pushes back on the fundamental question of what it means to be educated. We believe that conventional higher ed institutions are ineffective and don't hold the same authority as they once did. This model is based on an industrial era, when masses first began to be educated in a newly mechanized society rooted in an unequal class structure. While on one hand it allows for class mobility, it is a linear, conveyor-belt system, where one goes from class to class, grade to grade, adhering to a strict time-line.

We are moving beyond the information age into the age of machine learning, artificial intelligence, and augmented reality. These shifts are fundamentally changing our society in the same ways the industrial revolution did 200 years ago. Our relationship to time and space is being informed by being online and these exponentially accelerating technological changes. Our relationship to class, money, and identity is also being reconfigured. One no longer needs to go through a set of gates guarded by one authority to achieve a fulfilling and economically sustainable life.

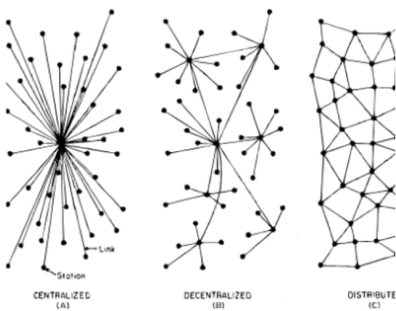
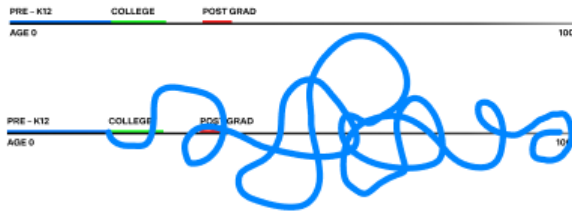


FIG. 1 - Centralized, Decentralized and Distributed Networks

RAND Corporation
SMITHSONIAN INSTITUTION

We propose a new educational system, built on the decentralized web (blockchain), that moves away from a fixed time frame and path and instead aims to accommodate a variety of durations, entry points and educational adventures.



This system is suited for both life-long learners and those who are interested in shorter vocational or exploratory studies. The model of going to school in one's 20's and using that same knowledge throughout one's entire life is no longer feasible. Today, it's common for many to relearn and change careers several times over the course of their lifetime. Community and education will be more integrated into our lives in a continuous way. Taking smaller amounts of time to study for a weekend, 4 weeks, 6 months, is more doable than 4 years.

As we reject the value system embedded in the outdated Western model that continues to serve as a mechanism of enculturation, we propose to remove hierarchies between vocational and liberal arts models, arts and science, hard-skills and soft skills. Crafts and guild-based learning is going to be on the same plane as scientific research, technological innovation and theoretical investigation. Our system allows self-selection based on trial and error by each individual.

Token

AMVA, is the founders and custodians of \$DESIGNSCHOOL. A design school built as a social token on Ethereum, a blockchain network. Our goal is to provide an alternative to conventional higher education in the form of a social token. A social token is a new concept enabled by what's called an NFT, or non-fungible token. [An NFT is a one-of-a-kind crypto token that represents a unique good or asset, physical or digital on a blockchain network.](#) Social tokens allow for an economy to be built around a community, in our case, a design school.

Contributors can be rewarded financially for engaging with the school, and provided tiered access based on their activity. Engagement could be teaching or taking a class, attending a lecture, participating in a workshop, contributing knowledge in the form of writing, releasing a typeface, or really anything else.

This new model of education allows for:

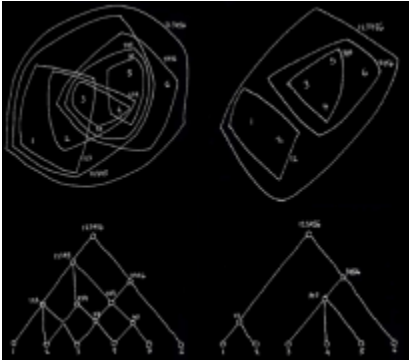
A new time model. A system that anyone can drop into at any time for any duration, while providing a structure and community for a possibility of life-long learning.

A new governance model. As a decentralized organization where decisions are made transparently amongst its participants. Votes are weighted based on different levels of engagement reflected in the amount of held tokens. Accreditation now occurs on the blockchain.

A new financial model. A school where students, faculty, and supporters own and are rewarded for their participation with the school.

Today, students take out massive student loan debt with the expectations that their degree will help them find a job in which to apply the knowledge they've gathered in school. By removing the centralized institution as the mediator, it dramatically lowers the cost of entry for students. The lower barrier of entry enables students to have more agency over their educational experience and resets expectations for what education is, and what being educated means.

Curriculum



There is a great deal of flexibility and permutation built in our system. Many standard school environments can be described as a TREE: stratified forms of knowledge; lessons, tests, skills, formal courses, the tangible deliverable. We want to take a Semilattice as model which represents a learning habitat, many entry points, and unusual groupings that take into account the informal ways of learning and students' lives.

Systems that are at work in current educational settings tend to ignore race, class, and politics. The current system is meant for an ideal setting, a great equalizer, not looking at the reality of students' lives. It favors those in privileged comfortable situations while punishing those with less stable or more complicated lives. The flexibility that we hope to achieve accommodates each participant's unique condition and allows them to drive their education. Community and education is integrated into our lives in a continuous way.



Our curriculum is built out of small blocks of classes, workshops, and lectures that can be bundled or taken individually. Students are granted a certain amount of tokens on the successful completion of an activity. As students accumulate tokens, specific class bundles become the decentralized equivalents to certificates, degrees, and diplomas.



The idea is to allow many to participate, to experiment, and focus where it becomes appropriate. Once someone begins to focus, higher level classes become available to them. These students

could sign up for a year long or a 6 month residency with a specific emphasis. There would be an application and selection process by a board made up of faculty, students, alumni, and other members of the community with experience in this area. This board is voted on by participants and is able to make curricular and organizational decisions on behalf of the school.

Assessment.

Assessment and grading takes on a different role in this system. One of the fears that many institutions have today is that students are able to learn on their own, through non-accredited workshops, or even youtube. Employers (at least in design) often focus more on the work in the portfolio, shown experience, and references, rather than a degree.

Just as in the continuing education model, where the stakes are low and access is open, the students do come at their own risk. They may take a class they do not enjoy or one that is not a good fit. They may also take a class where they will make a connection with their faculty and be encouraged to learn more or begin to focus on a specific area.

We believe that through the process of trial and error, faculty feedback and personal experience of learning by doing, an organic process of self-discovery can occur over time.

Students are rewarded tokens for passing the class and completing assignments and "graded" in a more traditional evaluation.

Design School

Mission

Designers of the future will focus on connecting visible and invisible worlds by designing tangible and intangible systems and structures for content. Points of connections, nodes, moments of pause in decisions and constant flow of information are some spaces where design will live.

Learning Outcomes

Complexity and Contradiction
Systems and Structures
Writing and Typography
Tool and Community Building
Storytelling

Sample 1 Year Bundle

Design, Form & Image, Typography & Letters, Interaction, Theory

Electives, Lectures, & Workshop examples

Complexity, memes, art, politics, poetry, form making, typography, systems, *ghosts*, technology, hauntology

How to participate

The school exists on a blockchain network. Users participate by engaging through its website, Discord server, other online properties, and virtual worlds. Events, classes, workshops can take place online as well as the physical world.

Similar to a crowdfunding model, facilitators (teachers) propose a class on the website and sets the fee and number of seats available for students. Users choose whether or not to participate by signing up for the class. Once a class is full, a blockchain smart contract sends a payment to the teacher in cash and tokens.

Tanya creates a 4 week short course on Poetry and decides to offer it for a group of 12 for \$150 per student. Twelve students sign up for the workshop. Tanya is paid \$1800 in cash and 1800 tokens.

This form of payment ensures that the facilitator is paid in cash, and also credits them with tokens which increase their standing within the school and offers an additional financial incentive as the tokens hold their own financial value as well.

Students receive tokens on the successful completion of a class which reflects their participation in the school. A transaction is recorded with the name of that class and is saved on the blockchain, which is verified by the decentralized network. While there was an initial upfront fee for participating, the tokens that they receive potentially offsets this cost and in the long term provides additional financial value, access to the community, and a say in the governance of the school. As students continue to engage with the school, they receive more tokens.

The public can engage or be rewarded tokens for participating in public talks, workshops, and engaging in the community online. Supporters can pay for tokens to have additional access to talent, resources, lectures, and talks. In this model, over time, the value of each token begins to grow. As an online school and decentralized organization, the line is blurred between faculty, students, and the public. The community itself becomes the institution.

2. Choose one or two concrete things that you will teach in the future-NOW of All ACCESS DESIGN EDUCATION

INVISIBLE INTERFACE

In the near future, screens will cease to exist, replaced by augmented reality and cybernetic implants enabling us to see the digital world transposed on top of the physical world.

DIGITAL IDENTITY

The blockchain has been adopted as the new primary form of identification for people both online and offline. In the digital world, your avatar becomes your outfit, while your soul is contained inside of this wallet. What does your digital soul look like?sw

Choose ten texts/resources/songs/references/isamages that contextualize and support what you are going to teach

<https://vitalik.ca/general/2019/12/07/quadratic.html>

It's easier to imagine the end of the world than the end of capitalism - mark fisher

<http://en.bp.ntu.edu.tw/wp-content/uploads/2011/12/06-Alexander-A-city-is-not-a-tree.pdf>

<https://www.radicalxchange.org/>

<https://urbit.org/blog/creating-sigils/>

<https://otherinter.net/web3/headless-brands/>

<https://otherinter.net/web3/market-protocol-fit/>

<https://2020inreview.forefront.news/>

<https://fwb.help/Manifesto>

<https://otherinter.net/squad-wealth/>

Snow Crash, by Neil Stephenson

Ghost in the Shell

The Diamond Age, by Neil Stephenson

Neuromancer, William Gibson

Rainbow's End, Verner Vinge

Her

Blade Runner 2049

<https://www.youtube.com/watch?v=rpHclYiihj0>
<https://www.youtube.com/watch?v=c4tj7l2-q1s>

Finish prototyping *a total of TWO* (or more if you wish) pedagogical artifacts that support what you are going to teach

- 1. CURRICULUM OUTLINE**
- 2. DIGITAL IDENTITY**

The blockchain has been adopted as the new primary form of identification for people both online and offline. In the digital world, your avatar becomes your outfit, while your soul is contained inside of this wallet. What does your digital soul look like?

Document your ideas/work on your team wiki page and *prepare to present to the group tomorrow morning!*

Some of our notes/process/feedback:

Current system: linear, one directional, hierarchical, classist, colonial, one entry point.

Asks you to buy into the values of the institution, indoctrination, based on assessment and rubrics, not-accessible.

Our system. Distributed, organic, non-linear, self-directed, decentralized, open-ended, flexible, accessible, allows for change.

Notes:

Highly efficient quality driven shorter courses

Groupings by subject matter or levels of difficulty

Blockchain removes the middle man.

Value and Vehicle

What are the program learning outcomes? Does the program even have learning outcomes? What are the bigger system learning outcomes?

How does the voting system work? Who decides what gets taught? Do people vote in their best interest?

Is the structure more important and valuable than the content?

How do you assess? (based on course learning outcomes)

Highly variable set of content...

Artifact: need to make transparent or clear how to navigate the system or what is the value content and class offerings.

Market value is a form voting...?

Education is a mechanism of enculturation, a specific notion of what it means to be educated. Different degrees of professional education. Our structure is pushing back on the fundamental question of what does it mean to be educated. What values is it in culturing?

Questions? What is the meaning of education then? Is it vocation, is it based on pursuit of knowledge? What is a vacation in the near future? What is a career in the near future? How are things grouped so that the network becomes understandable?

In any given enrollment you get to choose if you're a learner or teacher. How does rank and status get re-written? Can you be enrolled in multiple classes and serve a different role in each. You can teach the course while taking the course. Calls into question all the language in academia.

How are faculty trained, how do you become teachers in this system?

Pulling the system out of a time-frame system

How does the block-chain support structure that facilitates life-long learning.

Opening the span of time for education (or closing) automatically calls into question the purpose of that education. A system that one can drop into any time for any duration.

Make it more specific, what does it deliver?

Education is the road to a middle class.

Entry point is not age-based....

CRYPTO-MATTER-VERSE-AGENCY
CRYPTO-VERSE-AGENCY
AUTO-ANTI-WARE
CRYPTO-AUTO-VERSE

ANTI-MATTER-VERSE_AGENCY
make ALL ACCESS DESIGN EDUCATION a reality.

CRYPTO-ANTI-VERSE-AGENCY

CRYPTO-INTER-AGENCY
MAL-CRYPTO-AGENCY
ANTI-VERSE-CRYPTO

AntiMatterVerseAgency