



Rightly Beautiful: Dimensiones éticas y estéticas en la didáctica de las TIC

Dra. Inma Álvarez, Department of Languages

Seminario Permanente de Investigación del posgrado
oficial de la UNED: Máster TIC-ETL

22 Marzo 2013

A broader perspective of ICT



“Aesthetics has never been studied systematically in the context of IT.” (Tractinsky, 2004:15)



“[R]esearch in this field typically concentrates more on technical facts than on aesthetics or philosophical values.” (Cocchiarella, 2012:1)



Hidden dimensions

“Si contemplamos las TIC como un recurso didáctico para la educación de personas adultas inmigrantes, hemos de utilizarlas para facilitar al alumnado un **instrumento atractivo** para adquirir y afianzar conocimientos, así como el aprendizaje del idioma del país o la comunidad autónoma de acogida, como **vehículo de integración social, laboral**, etc. Las TIC, a la vez, se pueden convertir en un medio que favorezca el **aprendizaje lúdico** a los alumnos inmigrantes.”

(Ortega Carrillo, 3.12)



Explicit references

Modern languages are a vital component of a secondary school curriculum, offering to the pupil a comprehensive series of valuable experiences which cover the major areas of learning:

1. ***Aesthetic***
2. ***Ethical***
3. ***Linguistic:***
4. ***Mathematical and scientific***
5. ***Social and political***
6. ***Spiritual***

(Modern Languages Departmental Handbook 2006-7, Heckmondwike Grammar School, West Yorkshire)

Ethics



“As a construct, ethics is not a natural characteristic, rather an outcome of evolution associated with the complexity expressed in the social life of the human being.” (Nadin, 2009)

virtue

right/wrong

justice

good/bad

morals

values





Ethical approaches

- **Descriptive ethics:** explains and compares different beliefs and moral values.
- **Normative ethics:** provides moral principles that help define actions as right or wrong.
- **Applied ethics:** guides how to be moral in specific situations.





“Computer and information ethics’, in the broadest sense of this phrase, can be understood as that branch of applied ethics which studies and analyzes such social and ethical impacts of ICT.”

(Bynum, 2008)

Aesthetics

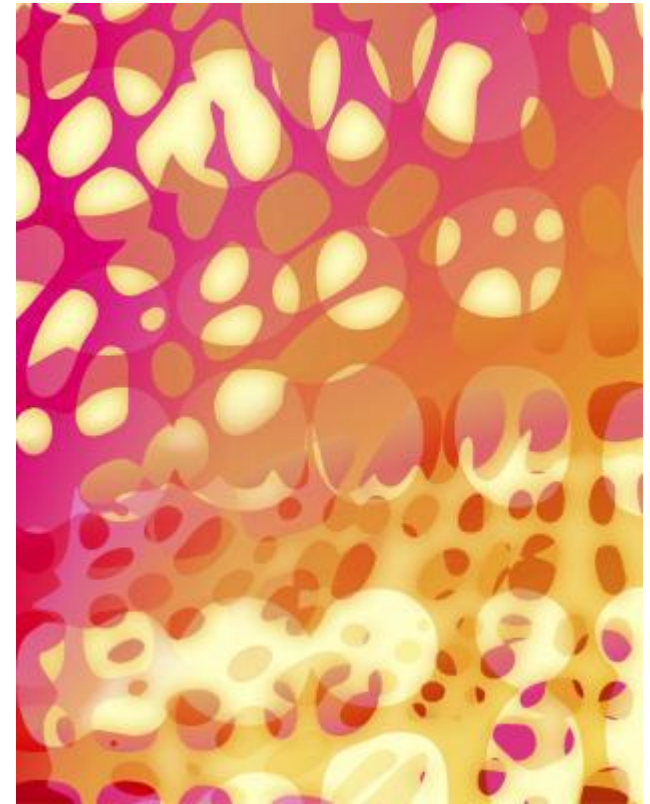


Origins of the term

The science of sensory experiences associated with the expression of beauty based on feelings of pleasure.

(Baumgarten, 1735)

Dependent upon the time period and cultural context.





Aesthetic inquiry shift

aesthetics of objects (properties) / art / pleasure



aesthetics of experience (observer) / everyday life / pain

“As technology supporting new forms of expression (visual, aural, multimedia, virtuality, etc.) evolved, aesthetics became part of almost every practical experience, from labor, to acquisition and dissemination of knowledge.”

(Nadin, 2009)



Educational aesthetics

The investigation of aesthetic engagement and appreciation of languages and ICT.





Aesthetic approaches

- **Pragmatic aesthetics:** emphasize functionality.
- **Analytic aesthetics:** emphasize beauty and/or pleasure.





Why does aesthetics matter?

- Differentiating factor enhancing the users' experience of IT.
- A strong evidence for the immediacy of first aesthetic impression.
- Aesthetic pleasure has intrinsic human value.
- The more aesthetically aware people become, the greater their need for aesthetics.

(Tractinsky, 2004)



Design aesthetics

Elements of design aesthetics:

- colour
- language
- photographs/images
- text, font, style
- animation, audiovisuals
- layout, shape, structure

Websites' visual aesthetics important for gaining trust from customers ([Karvonen, 2000](#)).

Design aesthetics affect perceived usefulness and ease of use of a website ([Schultz, 2005](#) and [Tractinsky, 2004](#)).



Languages Online



www.languagesonline.org.uk

Welcome to Languages Online!

Google™ Custom Search

Search x

Languages Online

21-03-2013

- Home
- Français
- Deutsch
- Español
- Italiano
- Latin
- Games
- Listen
- TaskMagic
- Accents
- Links

- Latest Updates
- Site Aims and Ethos
- History of Languages Online
- Linking to this web site from yours?
- Hot Potatoes Homepage



French and German Materials and site design and management by Andrew Balaam, Spanish Materials by Francisco Villatoro, Italian materials by Ruth Smith, Latin materials by Jacky Evans all at the Royal Grammar School, High Wycombe, England.

6,585,782 Visits
67 Recent Hits



38688966

revolvermaps

LANGUAGES SPANISH



▼ The Spanish language



- **A Guide to Spanish**
Facts, essential phrases plus the **Spanish alphabet**

▼ Learn Spanish on Facebook



- Practise and share tips with other learners on the **BBC Learn Spanish** Facebook page

▼ School Spanish



- **Primary Spanish** and **GCSE Spanish** Bitesize revision



- **For Welsh speakers**
El Impostor
Interactive cartoon and games

▼ Spanish for children

- **The Lingo Show**

▼ BBC free lessons and courses online



- Online lessons with audio, games, vocabulary, grammar explanations and **exercises**

For beginners



- **Mi Vida Loca**
Interactive learning video drama. Complete in **12 weeks**

- **Talk Spanish**, online video tutorials

Beyond beginners



- **Crosswords with audio**
Expand your Spanish vocabulary

▼ Spanish news, TV & radio

- **BBC Mundo**
BBC news in Spanish

▼ Spanish classes and courses

- Find a **Spanish class** close to you

▼ Spanish phrases



- **Holiday phrases**
Listen, read, **print out** and download



- **Spanish slang**
Guide to streetwise Spanish

▼ Spanish vocabulary



- Word lists with audio from free course **Mi Vida Loca**

Ethic and aesthetic focus in ICT and language education



1. What is the role of ethics? What is the role of aesthetic appreciation?
2. What are the specific ethical challenges?
3. What is the relationship between ethics and aesthetics?
4. How can we deal with these dimensions?
5. Why should we integrate them?



1. What is the role of ethics and aesthetic appreciation?

- Enhancement of student motivation.
- Awareness of range of abilities.
- Recognising different sets of values.
- Understanding impact on education.
- Questioning practices.

Planning for different modes of teaching



“All aspects of the plan will need to be underpinned by an understanding of the particular needs of the group and ideally of the linguistic and skills needs of the individuals within it. It should also take account of **ethical considerations** such as ensuring that no task is threatening to learners, may anyone uncomfortable, has the potential to develop in a direction that would be unwelcome or provoke any account issues related to disability which arise in the specific mode concerned. Parts of the blend may be more accessible to some learners than to others and, where choice is possible, this can be taken into account in deciding which mode to use”

(Nicolson, Murphy, Southgate, 2011:97)

Aesthetics in technology



- Prominent role of computing products in general and specifically in the context of the Web.
- Affecting users' perceptions.
- Web site design determinant of perceived credibility and trustworthiness of e-commerce sites.
- Determinant of pleasure experienced by the user during the interaction.
- Highly correlated with perceptions of the systems' usability both before and after the interaction, and with user satisfaction.

Human behaviour



Information processing systems

↙
affective (emotion)

↙
cognitive (cognition)

Processes

- 1.visceral** level (surveys the environment and rapidly communicates affective signals to the higher levels)
- 2.routine** (or behavioral) level (learned behavior)
- 3.reflection** level (highest-level processes occur)

(Norman 2002)



2. What are the specific ethical challenges?

- Digital divide: social justice, widening participation
- Accessibility: attending disability
- Representativeness
- Online privacy and security



Digital divide



“la brecha digital es acaso el más importante peligro que amenaza la extensión igualitaria y solidaria de la sociedad informacional (....) la primera década de desarrollo generalizado de Internet sólo ha beneficiado a la ciudadanía de los países de economías avanzadas agravando ‘la factura digital’ con los países pobres o en vías de desarrollo.”

(Ortega Carrillo, 2004)

Widening participation agenda

Extend educational opportunities and achieve social justice by providing ICT and language education.



Accessibility

“Accessibility Guidelines will help to **ensure that all learners will be able to benefit from e-learning as much as possible**, regardless of disability, learning style, preferences, technology, or bandwidth. Accessible design gives learners more options and greater flexibility in how they interact with an e-learning environment and it should, therefore, provide a more enjoyable and rewarding experience.”

(Perry, 2007)

Representativeness



Actividad 3.11

En su charla Rodolfo Fournier mencionó uno de los ejemplos más conocidos de la música cubana: la rumba.



Grabado de pareja cubana bailando una rumba, c. 1850

Paso 1

Antes de leer sobre la rumba, piensa en las músicas y bailes latinos que conozcas.

Muestra el comentario



Privacy and personal data protection

“teachers in Japan do not possess enough knowledge about privacy and personal data protection. However, they are confident in dealing with learners’ personal data, as the majority of them believe that students’ personal data are stored safely. The survey on the learners’ side shows that learners have positive attitudes towards personal data collection by their teachers for learning purposes, although they did express great concerns about some particular privacy items, such as personal photos, postal addresses and phone numbers.”

(Wang y Heffernan, 2010: 808)



Discussion

- what other ethical challenges do we have in language and ICT education?





3. What is the relationship between ethics and aesthetics?

Kant

Beauty is the symbol of the morally good.

The aesthetics and ethics of human engagement come together in the feeling that the communication is working well and that the communication makes sense and has a natural flow.

(Gill 2008)



4. How can we deal with these dimensions?

Many aspects of education are subject to moral and aesthetic evaluation.

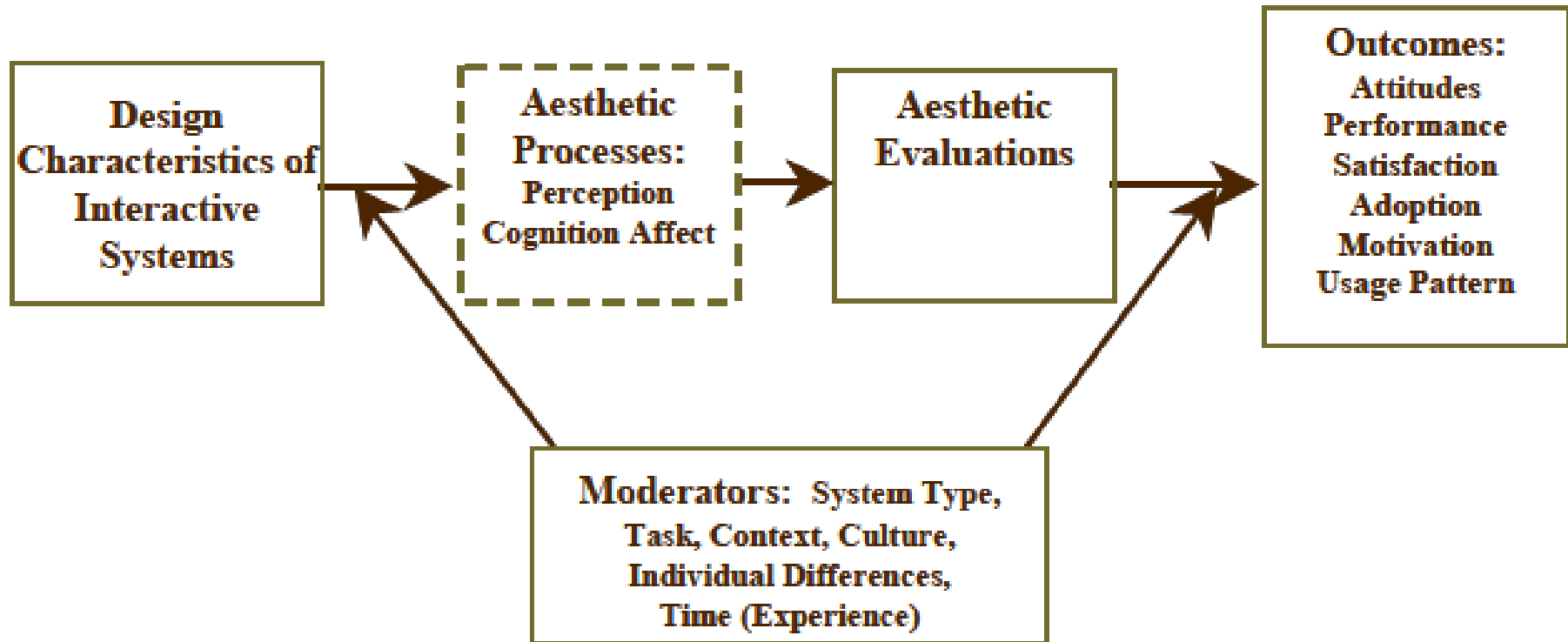


Figure 1. A General Framework for the Study of Aesthetics in Information Technology

(Tractinsky, 2004:16)

Person Context

- General knowledge
- Level of aesthetic sophistication
- Personal taste
- Cognitive state
- Affective state
- Personality
- Motivation
- Cultural background
- Bodily skills

Central Executive

Activated Memory

Spatial-temporal aspects of encoding

Sensory-motor System

User

On-going interaction space

Aesthetic Experience

Functional information

Augmented information

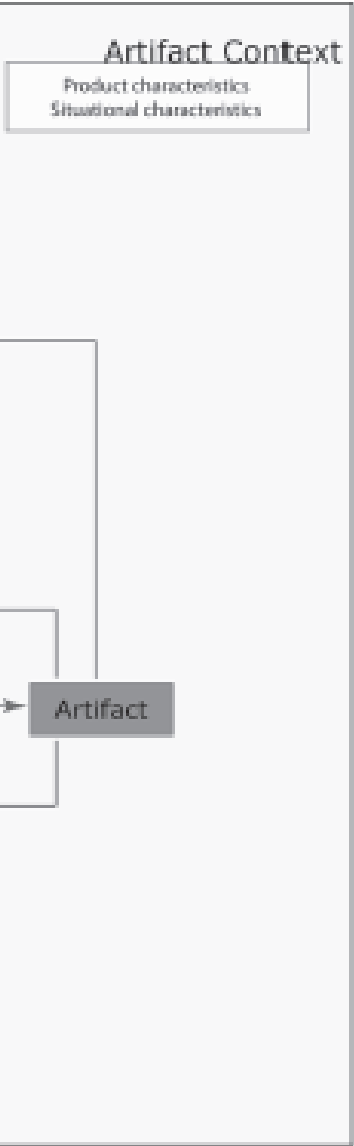
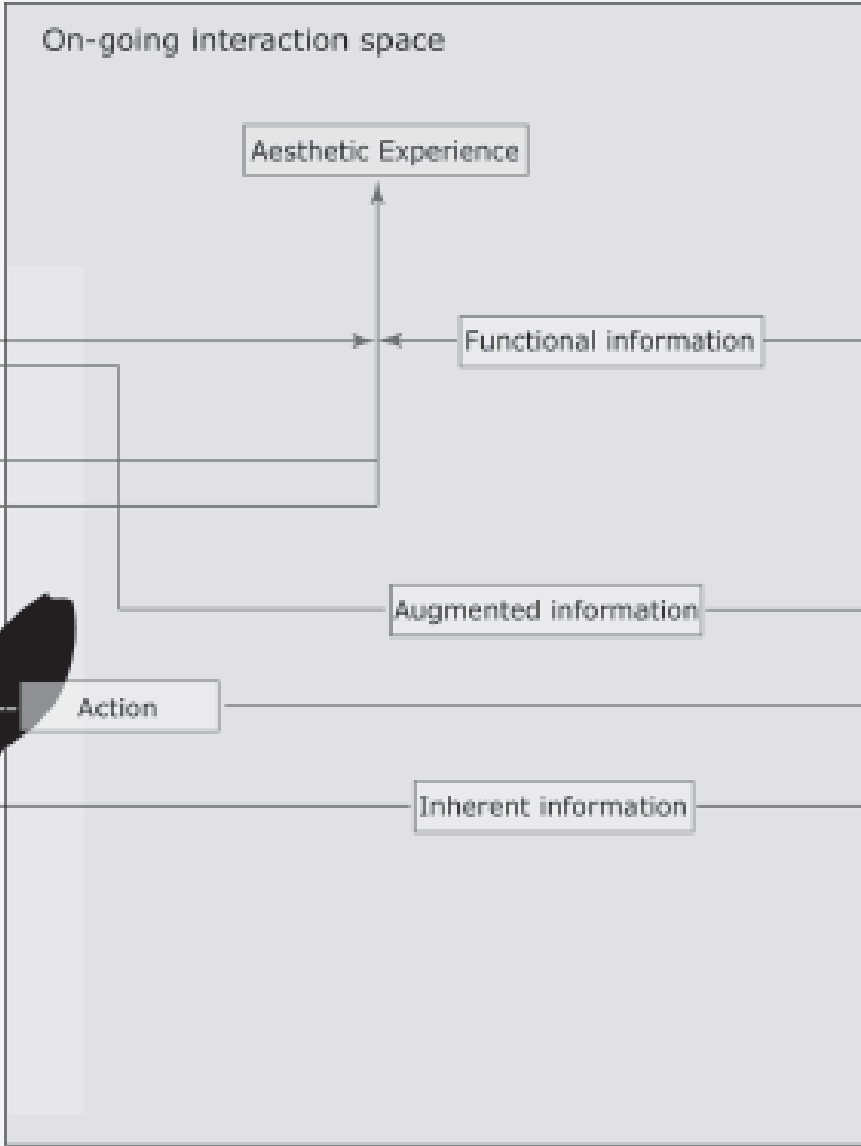
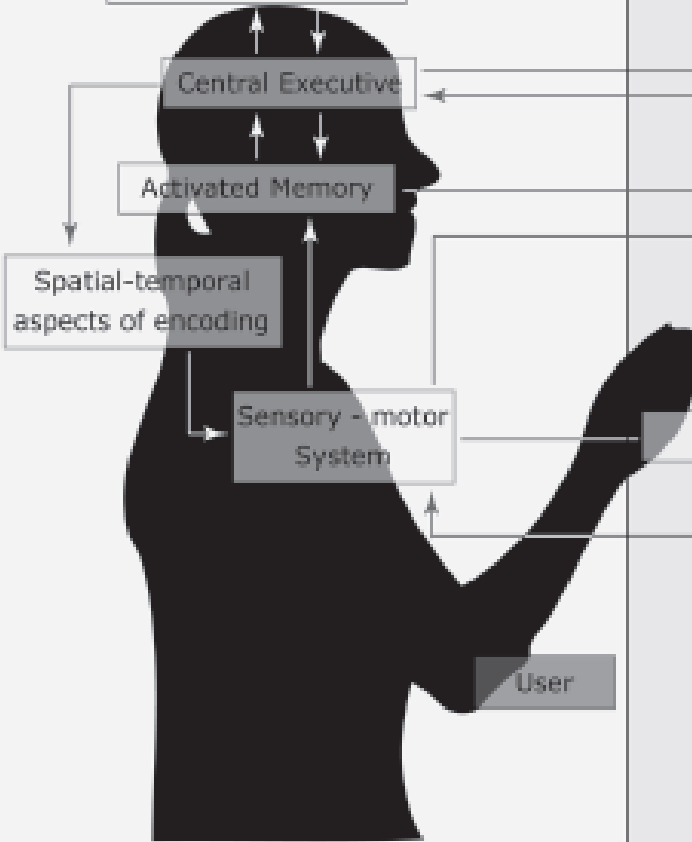
Action

Inherent information

Artifact Context

- Product characteristics
- Situational characteristics

Artifact





Multiple angles for analysis

context

institution

people

teachers

students

field

languages

medium

pedagogies

f2f online

ICT

practices

materials

activities/
tasks



Examples of practical approaches

- Deontology (institutions) > Deontological ethics (morals): guide and assess our choices of what we ought to do. Normative theories regarding which choices are morally required, forbidden, or permitted.
- Pedagogies (teachers)
- Open practices (teachers / learners)
- Forums: decentering (activities)



Deontology: Ethics for Technology in Education

- I. Human Value
- II. Human Responsibility
- III. Internal Human Ecological and Community Concerns
- IV. Confidentiality and Privacy
- V. Contribution through History
- VI. Technological Admission, Acquisition and Use

(Beverly, 1993)



Pedagogies

Develop an awareness that the choice of language and technologies reveals moral and aesthetic perspective of teachers and students.



Open practices: moral agenda



“Openness is in my genes” (Sir John Daniel)

“The concept of ‘Openness’ is based on the idea that knowledge should be disseminated and shared freely through the Internet **for the benefit of society as a whole.**” (Yuan, Maceill, Kraan)

- Free software
- Creative Commons
- Open-access publishing
- MOOCs (Massive Open Online Courses)





Hyperdemocracy

“Based on general interests, participation, solidarity, cohesion, social state, human rights, social justice, new technologies, education and freedom. The concept of open and cooperative creation is a radical approach that appeals to people who need another policy, more modern and more balanced.”

(Yuan, Maceill, Kraan, p. 10)

Free software: General Public License



CopyLeft



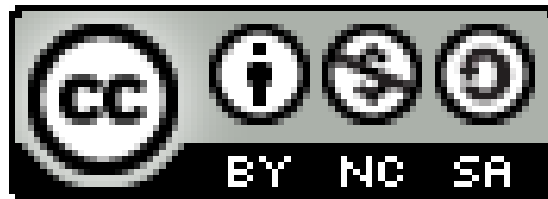
Copyright

“My work on free software is motivated by an idealistic goal: spreading freedom and cooperation. I want to encourage free software to spread, replacing proprietary software that forbids cooperation, and thus **make our society better.**” (Stallman, 1998: 93)

Creative Commons



Creative Commons helps you share your knowledge and creativity with the world.



“Our vision is nothing less than realizing the full potential of the Internet — **universal access** to research and education, full participation in culture — to drive a new era of development, growth, and productivity.”

(<http://creativecommons.org/about>)

MOOCs



“The original aim of MOOCs was to open up education and provide free access to university level education for as many students as possible [...] The development of MOOCs is rooted within the ideals of openness in education, that knowledge should be shared freely, and the desire to learn should be met without demographic, economic, and geographical constraints.”

(Yuan y Powell, 2013: 6)



Open-access publishing

- Research Councils UK's open-access policy from 1 April 2013: Papers resulting from research council funding must be published in open-access journals or placed in open repositories.
- Challenges:
 - the humanities lack the number and diversity of open-access journals needed to sustain the field
 - humanities scholars are undereducated and misinformed about open access
- Initiative:
 - Open Library of Humanities: open-access 'megajournal' for egalitarianism in academia



Forums: decentering

“[...] and I understood it as: the past is the ancestors, they are in heaven. Heaven is up, (historically, in China, mountains, as their tops reach high, near heaven, were sacred). The future has not happened, it is, literally, in the lap of the Gods, for all of us. Water is the staff of life, there is no future without it. There will be no new events without springs of water to drink, and to form rivers to irrigate the land to grow food. So, in a very literal sense, the future does need springs of water (from underground) to exist at all: thus the future IS down, only springing up when it becomes the present. This might be helpful?” (S7)

“Wow, thank you [addressing S7], I get it now. That is a lovely poetic interpretation I can relate to.” (S1 in response to S7)



Discussion

Is openness in your genes?

- Are you engaging with the open access initiatives?
- In what ways?
- Are you a consumer or a producer?
- Do you trust open sources/ resources?
- Why?
- Examples of ethical approaches in your courses or practices (in relation to languages and ICT).



5. Why should we integrate them?

“The moral significance of ICTs concerns how the technostructure applies them for planning business in ways that are compatible with or contribute to the wellbeing of the workplace and greater society.”

(Cocchiarella, 2012: 14)

What would be the moral and aesthetic significance of ICT and language education?

- Why should we integrate them?



Significance



The moral and aesthetic significance of ICT in our field concerns how the educational system applies those technologies for educating language learners in ways that contribute to the development of their attitudes and sensibilities. But it also concerns how the use of ICT for language teaching leads educators to rethink theirs as well.

Attention to these factors forces ultimately the reconfiguration of roles, expectations and cultural repertoires.





Do the right thing pretty

As activities become globalised, it is more pertinent than ever that we aim at educational development and practices that **attend to** moral and aesthetic values.

Teachers and students need to **be aware of** ethical and aesthetic influences and values.

We need to **understand** the ethical and aesthetic consequences of our educational choices on key aspects such as motivation.



Aspiration

Language education supported by rightly beautiful uses and designs of technologies.





Discussion

- What should be the ethical and aesthetic priorities in language teaching via ICT?
- How explicitly should these priorities be articulated?
- Should we ever compromise on ethics? On aesthetics?



References

- Baumgarten, A. G. (1735). *Meditationes philosophicae de nonnullis ad poema pertinentibus/Philosophische Betrachtungen über einige Bedingungen des Gedichtes*, ed. Heinz Paetzold. Hamburg: Felix Meiner Verlag, 1983.
- Bynum, T. (2008) Computer and information ethics. *The Stanford Encyclopedia of Philosophy (Spring 2011 Edition)*, Edward N. Zalta (ed.).
- Cocchiarella, C. (2012) Pragmatic ICTs for Technical Communication: Aesthetic and Ethical Experiences in Business Philosophy. *Technological emergence*, University of Minnesota.
- de Vries, M. J. (2005). *Teaching about technology: An introduction to the philosophy of technology for non-philosophers*. Dordrecht, The Netherlands: Springer.
- Gay, J. (2004) *Free Software, Free Society: Selected Essays of Richard M. Stallman*. Boston: GNU Press.



- Locher, P., Overbeeke, K. y Wensveen, S. (2010) Aesthetic Interaction: A Framework, *Design Issues*. Vol. 26, Number 2, pp. 70-79.
- Manders-Huits, N. (2011) What values in design? The challenge to incorporate moral values into design. *Science & Engineering Ethics*. Vol. 17 Issue 2, p271-287.
- Nadin, M. (2009) Anticipation and the artificial: aesthetics, ethics, and synthetic life. *Artificial Intelligence and Society*.
- Nicolson, M., Murphy, L. y Southgate, M. (2011) Teaching in synchronous and asynchronous modes. In *Language teaching in blended contexts*. Edinburgh: Dunedin, pp. 95-111.
- Ortega Carrillo, J. A. (2004) Redes de aprendizaje y currículum intercultural. Ponencia presentada en el XIII Congreso Nacional y II Iberoamericano de Pedagogía, Valencia.
- Ortega Carrillo, J. A. et al. (s.f.) *Nuevas tecnologías aplicadas a la educación e integración social de la inmigración*. Serie Informes. Ministerio de Educación y Ciencia.



- Perry, S. (2007). IMS Guidelines for Developing Accessible Learning Applications (Accessibility Guidelines). JISC CETIS.
- Riskey, A., Rubio, M. J. y Rodríguez, G. (2009) Tecnologías de la información y la comunicación (TIC) en educación intercultural. En Aguado Odina, T. y del Olmo, M. (eds) *Educación intercultural. Perspectivas y propuestas*. Pp. 249-264.
- Stallman, R. (1998) Copyleft: pragmatic idealism. In Gay, J. (ed.) *Free Software, Free Society: Selected Essays of Richard M. Stallman*. Boston: GNU Press, pp. 93-96.
- Tractinsky, N. (2004) Toward the study of aesthetics in information technology. *Twenty-Fifth International Conference on Information Systems*, pp. 11-20.
- Tripathy, A. K. (2010) Ethics and aesthetics of technologies. *AI&Soc* 25, p. 5-9.



- Wang, S. y Heffernan, N. (2010) Ethical issues in computer assisted language learning: Perception of teachers and learners. *British Journal of Educational Technology*. Vol. 41 Issue 5, p. 796-813
- Yuan, L., MacNeill, S. y Kraan, W. *Open Educational Resources – Opportunities and Challenges for Higher Education*. JISC CETIS.
- Yuan, L. y Powell, S. (2013) *MOOCs and Open education: Implications for Higher Education. A White Paper*. JISC CETIS.