

# Freedoms & production in the infosoc

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	Characteristics	Media	Education
Closed	<ul style="list-style-type: none"> <li>- exchange value</li> <li>- commoditization</li> <li>- "crowdsourcing"</li> </ul>	<p><b>Media as private corporate business</b></p> <ul style="list-style-type: none"> <li>- Microsoft, CNN, ...</li> <li>- economical utility, control of content</li> <li>- international IPR regime</li> </ul>	<p><b>Education as politically directed institution (ideological state apparatus)</b></p> <ul style="list-style-type: none"> <li>- economical utility, control of content (educational policy)</li> <li>- prolonged exchange value of a well-educated citizens</li> <li>- Teachers and students as state-subjects</li> <li>- Learning as having</li> </ul>
First stage of freedom	<ul style="list-style-type: none"> <li>- economical utility, limited collaboration</li> <li>- market sphere, entrepreneurship, multicultural capitalism</li> <li>- limited autonomy of content</li> <li>- "sharing"</li> </ul>	<p>Web 2.0</p> <ul style="list-style-type: none"> <li>- YouTube</li> <li>- CitizenTV</li> <li>- Adbusters</li> <li>- Google</li> <li>- BookMooch.com</li> </ul>	<p>Educational publishing business + teachers</p> <ul style="list-style-type: none"> <li>- Teachers and students as commodified semi-objects (knowledge creators, consumers...)</li> <li>- Liberal communism (ex. Naomi Klein's critique towards marketization of schools), formal freedom (Zizek)</li> </ul>
Double-Free	<ul style="list-style-type: none"> <li>- use value/value in itself</li> <li>- full autonomy of content</li> <li>- limited autonomy of vehicle, production</li> <li>- Selbstentfaltung=responsibility and autonomy-in-interdependence (Merten)</li> <li>- "commonist"</li> </ul>	<p><b>Media as collaboration</b></p> <ul style="list-style-type: none"> <li>- Wikis (i.e. Wikipedia)</li> <li>- Linux</li> <li>- P2P (peer to peer)</li> <li>- radical openness</li> <li>- access to the Internet + power of the soviets (Zizek)</li> </ul>	<p><b>Education as collaboration</b></p> <p>Transformative education and collaborative teaching</p> <ul style="list-style-type: none"> <li>- Freire</li> <li>-- employing students' interpretive categories</li> <li>-- students as teachers and teachers as students and subjects for themselves</li> <li>- learning as being</li> <li>- reflective uncertainty</li> </ul>
Triple-Free	<ul style="list-style-type: none"> <li>- value inseparable from the world (vehicle/content united)</li> <li>- aristotelian finalities</li> <li>- full autonomy of content</li> <li>- full autonomy of vehicle, production</li> <li>- "communist"</li> </ul>	<p><b>Immediate media practices</b></p> <p>Wikipedia ("knowledge commons", Hartzog) + ecological autonomy + resources</p> <ul style="list-style-type: none"> <li>- promoting other than materially-driven life forms</li> <li>- electricity + access to the Internet + power of the soviets</li> </ul>	<p><b>"Deschooling Society" (Illich)</b></p> <ul style="list-style-type: none"> <li>- Learning by doing, native skills, power of the student</li> <li>- students and teachers as human beings, "life-long learners" in a non-conventional sense</li> <li>- Learning as an existential, life-world category</li> <li>- education as commons</li> </ul>