

Indexical Traces of the Real: Teaching in the Techno-Nation-State

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Abstract

Referencing the shuttering of schools during the COVID-19 crisis, I sketch recent research critiquing the accelerating omnipresence of technology in education, referencing allegations that software installs ways of apprehending the world (“data colonialism”), including how we experience and exploit ourselves and others (the “we-are-data” argument), thereby creating – alongside but also independent of historical nations – a worldwide techno-nation-state. I will also reference the Pearson-IBM partnership to manufacture sensors to be implanted under children’s skin to provide “real-time” cognitive and emotional data during children’s efforts to learn whatever they’re being taught. I will conclude by describing with my experience teaching online during autumn 2020, focusing on the possibility of subjective presence within software.



Biography



Born in Huntington, West Virginia in 1947, William Pinar took his B.S. in Education at The Ohio State University, graduating in 1969. He taught English at the Paul D. Schreiber High School in Port Washington, New York from 1969-1971, returning to Ohio State to finish his M.A. in 1970 and the Ph.D. in 1972. He taught at the University of Rochester from 1972 until 1985, when he moved to Louisiana State University (LSU), where he taught until 2005, when he accepted a Canada Research Chair at the University of British Columbia in Vancouver, Canada. After two terms as the Canada Research Chair in curriculum studies, in 2019 Pinar was named the Tetsuo Aoki Professor in curriculum studies.

Pinar has also served as the St. Bernard Parish Alumni Endowed Professor at LSU, the Frank Talbott Professor at the University of Virginia, and the A. Lindsay O'Connor Professor of American Institutions at Colgate University. He has lectured widely, including at Columbia University, Harvard University, McGill University, the University of Wisconsin-Madison as well as the Universities of Chicago, Helsinki, Oslo, and Tokyo. The former President of the International Association for the Advancement of Curriculum Studies and the founder of its U.S. affiliate, the American Association for the Advancement of Curriculum Studies, in 2000 Pinar received the LSU Distinguished Faculty Award and a Lifetime Achievement Award from the American Educational Research Association; in 2004 he received an American Educational Association Outstanding Book Award for *What is Curriculum Theory?*, the third edition of which was published in 2019 by Routledge.

