









public components

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[iLabs Home](#) :: [Bruce: Pragmatic Technology](#)

Introduction

Instructor: Chip Bruce

Time: Wed, 9:00-11:50

Place: 109 LIS bldg

Semester: Fall 2005

Course number: LIS 590 PT

This course should be especially valuable for those interested in information and communication systems, user-centered design and evaluation, communityware, and philosophical foundations for design and use. It is designed for advanced masters and doctoral students.

The course explores two senses of "pragmatic technology." One is the common language notion of technology that works to meet real human needs, accommodates to users, and is situated in time, place, and setting. The second is a conception of technology from pragmatist theory, in which technology is the means for resolving a problematic situation. The latter sees technologies as both means of action and forms of understanding. The course investigates foundational work and practice as represented in the work of J. Dewey, J. Addams, W. James, and C. S. Peirce, as well as more recent research on the social uses and implications of technologies.







Students will gain an appreciation of the pragmatist tradition in philosophy and its many applications in areas of democratic processes, social action, education, technology, and organization theory. A key element will be learning how to apply pragmatist theories in analyzing ongoing, situated practice. In doing that, we will examine technologies (taking that term broadly) in terms of problem identification, design and development, adoption, use within communities, and situated evaluation.

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List Tool

List Tool enables you to create different kinds of lists as content for your ilab. Some typical uses are: web bookmarks, blogs, address books, reading lists, calendars.

iLabs Home :: Bruce: Pragmatic Technology :: assignments


assignments

task	value
Participation	20%  



Active participation throughout is assumed, both for your own learning and to help others learn. This occurs through discussions of readings in class and in the [online Bulletin Board](#), as well as in helping others learn.

Each course unit features readings, audio lectures, and/or exploratory activities related to a theme. We will use readings available online, as well as some books.

As you pursue your own investigations in the course, you will identify and use further readings. Packets for other courses in the Community Inquiry specialty area are also being developed (i.e., Social Justice in the Information Professions, Community Information Systems, Inquiry-Based Learning, and Participatory Action Research); readings from these packets may provide important additional sources for your individual inquiries.

Annotations of readings	10%  
--------------------------------	---



Produce annotations for three readings of your choice. Your chosen readings can be books, chapters, journals, journal articles, websites, etc. You may want to select readings that are related to your chosen topic for the class session you will be leading. Your annotation should be a paragraph or two, with some substance, which may include your evaluative comments. Post your work in the [annotations folder](#) in the document center.

Keywords	10%  
-----------------	---

Produce an analysis of one *keyword* of your choice (see

Raymond Williams, Keywords A vocabulary of culture and society. Revised edition. New York: Oxford University Press)

for examples. This keyword is not just an index term as in the bibliography, but a core concept for the field. The analysis is a short essay (1-2 pp.) on the definition, history, and multiple uses of a term, which is central to understanding a text or a field of study. Post your essay in the [Keywords folder](#) in the document center.

Class session	10%  
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Working individually or in a small group, select a topic within the area of pragmatic technology and lead a class session. First, prepare a brief description of the chosen topic. This may be done as [a spin-off of the inquiry unit](#) currently listed for that day. It would typically include a list of several readings, some activity for students prior to the class, and a scheme for how the class time can be used to examine those readings or apply them to some problem. The second step is to lead the class session on that unit.



Analysis of practice40%  

Choose an area of activity in which you can apply a pragmatic technology analysis. For examples, see [Dewey's logical theory](#), edited by Burke, et al., in which various authors explore questions of value or practice using ideas from pragmatism. Your analysis need not be wholly within the pragmatism tradition, whatever that might mean, but it should draw in some ways from the course readings and connect those to an area of practice that interests you.

The analysis of practice should take ideas from the readings and discussions in the class and apply them to a practice, such as prairienet.org (or some smaller aspects of it). I'd like to see you bring in theory, as in the Burke, et al. volume, but I expect variation among your projects. Some analyses will tend more to the theory side and others to details of practice.

For each analysis there are several products, which can be done through an inquiry unit, or posted in the [Analysis of Practice folder](#) in the document center:

- [project proposal](#)
- [responses to other projects](#) (2+)
- [presentation](#) (15 minutes)
- [final report](#) (~2000 words)

Reflection paper10%  

The final assignment is a [reflection paper](#) (~1000 words) on what you learned during the course.


Choose an area of activity in which you can apply a pragmatic technology analysis. For examples, see [Dewey's logical theory](#), edited by Burke, et al., in which various authors explore questions of value or practice using ideas from pragmatism. Your analysis need not be wholly within the pragmatism tradition, whatever that might mean, but it should draw in some ways from the course readings and connect those to an area of practice that interests you.

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For each analysis there are several products, which can be done through an inquiry unit, or posted in the [Analysis of Practice folder](#) in the document center:






- [project proposal](#)
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- [presentation](#) (15 minutes)
- [final report](#) (~2000 words)

Reflection paper

10%  







The final assignment is a [reflection paper](#) (~1000 words) on what you learned during the course.

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iLabs Home :: [Bruce: Pragmatic Technology](#) :: weeks

weeks


Date **Inquiry Unit**08/31/2005  

For our first class there are two readings to do ahead of time, even though we haven't met yet. These are the Wikipedia entries for [Jane Addams](#) and [John Dewey](#).




- 9:00-9:30 introductions: What brings us here?
- 9:30-10:15 intro to course: [Assignments](#); [Texts/readings](#); [Inquiry Labs/Units](#)
- 10:15-10:30 break
- 10:30-11:15 pragmatism
- 11:15-11:45 reflection/Writing: Discuss the "5 W's" of a pragmatist approach to research (who, what when, where, why).

09/07/2005 [What is pragmatism?](#)  

Discuss readings

 [Annotations of three readings](#)09/14/2005 [Pragmatic technology analysis](#)   [Keyword analysis](#)09/21/2005 [Applications of pragmatism](#)  **Community iLab Design Workshop**

- 10:30-10:40 Setting the Stage: Community Inquiry Lab history and background
- 10:40-10:55 Show and Tell: Example iLabs
- 10:55-11:30 Create your own iLab (walkthrough registration and iLab set-up; add bricks on your own)
- 11:30-11:45 iLab discoveries -- Design through use discussion

 [Class session plan](#)09/28/2005 [Ordinary experience and technology](#)   [Project proposals](#)10/05/2005 [History of pragmatism](#)  



Responses to at least two other projects.

10/12/2005 (ask) Participatory action research



10/19/2005 (investigate) Pragmatic design



10/26/2005 (create) Adopting an innovation



11/02/2005 (discuss) Pragmatism and democracy



11/09/2005 (reflect) Situated evaluation



11/16/2005 Pragmatic technology



11/30/2005



12/07/2005



11:30-11:45--Course evaluation



Final report (~2000 words)

12/14/2005



Reflection paper (~1000 words)

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What is pragmatism?

chip bruce (chip@uiuc.edu) (ready to use)

ASK

Partner Projects

Distributed Knowledge Research

Subject Areas

Education, Philosophy

Grade Levels

11, 12, Undergraduate, Graduate

Unit Keywords

lis590pt

Open Directory Category

<http://dmoz.org/Society/Philosophy/Philosophers/>

Rationale of the Unit

Pragmatism is a philosophical tradition which questions the traditional separations of theory and practice. Rather than asking what is true, it asks what is productive for further inquiry.

INVESTIGATE

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Background and Resources

Background

The Wikipedia entries for [Jane Addams](#) and [John Dewey](#).

See presentations on:

- [Constructivism](#)
- [Inquiry Teaching and Learning](#)

Dewey, John (1896). [The reflex arc concept in psychology](#). *Psychological Review*, 3, 357-370.

Explore the [Adelbert Ames illusions](#). See whether you can locate the rotating trapezoid.

Resources

Ames, Adelbert (1952). *The Ames demonstrations in perception*. New York, Hafner.

Bentley, Arthur F. (1954). *Inquiries into inquiry: Essays in social theory*. Boston: Beacon.

Burke, F. Thomas, Hester, D. Micah, & Talisse, Robert B. (Eds.) (2002). [Dewey's logical theory: New studies and interpretations](#). Nashville: Vanderbilt University Press.

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge, and action research*. London: Falmer.

Dewey, John (1916). *Essays in experimental logic*. Chicago: University of Chicago.

Dewey, J. (1938). *Experience and education*. New York: Collier.

Dewey, John (1920). *Reconstruction in Philosophy*. Boston: Beacon.

West, Cornel (1989). *The American evasion of philosophy: A genealogy of pragmatism*. Madison: The University of Wisconsin Press. §§3: The coming-of-age of American pragmatism: John Dewey (pp. 69-111).

Other Inquiry Units

See also Eric Howes's [The works of John Dewey: A Brief Overview](#) resources on the web,

and Pamela Brown-Seely's [How can I build a list of links devoted to John Dewey, inquiry based learning and alternative education?](#)

Courses

[Pragmatic Technology course](#)

CREATE

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Activities and Open-ended problems

Pragmatic Technology Bibliography

<http://www.dkrc.org/bib/lis450pt/>

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Bruce, B. C. (1998, November). [Dewey and technology](#). *Journal of Adolescent and Adult Literacy*, 42 (3), 222-226.

Choksi, Beena [Evaluating the use of information technology in the ESLARP](#).

Mcreynolds, Phillip (2002, March 7-10). [Community, communication, and emotions: A pragmatic approach to the moral standing of non-human animals](#). Paper presented at the Society for the Advancement of American Philosophy Annual Meeting, Portland, Maine.

Resources

Burke, F. Thomas., Hester, D. Micah., & Talisse, Robert B. (Eds.). (2002). [Dewey's logical theory: New studies and interpretations](#). Nashville: Vanderbilt University Press.

§§1: Alexander, Thomas. The aesthetics of reality: The development of Dewey's ecological theory of experience (pp.3-26);

§§11: Capps, John. Achieving pluralism: Why AIDS activists differ from creationists (pp.239-261);

§§12: Eldridge, Michael. The teachers union fight and the scope of Dewey's logic (pp.262-274);


§§13: Stuhr, John. Power/inquiry: The logic of pragmatism (pp.275-285).

CREATE

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Example texts, which could form the basis for a pragmatic technology analysis:

Bowker, Geoffrey C., & Star, Susan Leigh (1999). [Sorting things out: Classification and its consequences](#). Cambridge: MIT Press.

Kidder, Tracy (2004). *Mountains beyond mountains: The quest of Dr. Paul Farmer, a man who would cure the world*. Random House.  [NPR program](#)  [Tracy Kidder reading](#)

Nye, David E. (1990). *Electrifying America: Social meanings of a new technology*. Cambridge: MIT Press.

Sacks, Oliver (1996). *An anthropologist on Mars: Seven paradoxical tales*. Vintage.

Wiener, Norbert (1954). *Human uses of human beings: Cybernetics and society*, 2nd ed. Boston: Houghton Mifflin.

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Applications of pragmatism

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Background

Addams, Jane. (1893). *Philanthropy and social progress*. Seven essays, delivered before the School of Applied Ethics at Plymouth, Massachusetts during the session of 1892. New York: Thomas Y. Crowell.

[Introduction](#)

[The subjective necessity for social settlements \(pp.1-26\)](#)

[The objective value of a social settlement \(pp.27-56\)](#)

Bishop, Ann, Mehra, Bharat, Bazzell, Imani, & Smith, Cynthia .

(2000, June). [Socially grounded user studies in digital library development](#). *First Monday*, 5(6).

Hallet, C. E. (1997). [Pragmatism and Project 2000: The relevance of Dewey's theory of experimentalism to nursing education](#). *Journal of Advanced Nursing*, 26, 1229-1234.

Kaufman, Walter. The art of reading. In the future of the humanities.

Resources

Freire, Paulo. (2002). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

Foreword: (pp.29-35);

Preface: (pp.36-40);

Chapters 1-2: (pp.43-86)

Kelley, E. C. (1947). *Education for what is real*. New York: Harper.

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Ordinary experience and technology

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Background

Bruce, B. C., & Bishop, A. P. (2002, May). [Using the web to support inquiry-based literacy development](#). *Journal of Adolescent and Adult Literacy*, 45 (8), 706-714.

Dewey, John (1938). *Experience and education*. New York: Macmillan.

1. §§2: ["The need of a theory of experience"](#);
2. §§3: Criteria of experience (pp.23-52);
3. §§4: Social control (pp.53-68);
4. §§5: The nature of freedom (pp.69-76);
5. §§8: Experience – The means and goal of education (pp.113-116).

Resources

Bentley, Arthur (1954). [The human skin: Philosophy's last line of defense](#). In Sydney Ratner (Ed.), *Inquiry into inquiries* (pp.195-211). Boston, MA: Beacon.

Ittelson, W. H. (1952). *The Ames demonstrations in perception*. princeton: Princeton University Press.

DISCUSS

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Inquiry Labs as pragmatism applied to technology design, development, distribution, use, evaluation

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History of pragmatism

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Menand, Louis (2001). *The Metaphysical club*. New York: Farrar, Straus and Giroux.

Preface;

§§9: The metaphysical club (pp.201-232);

§§12: Chicago pp. 285-333 (about Chicago and the Pullman strike);

§§13: Pragmatisms pp. 337-375;

Ramprakash, Rajeev. [Chicago Timeline: Outline 1859 - 1952](#),

Resources

West, Cornel (1989). *The American evasion of philosophy: A genealogy of pragmatism*. Madison: The University of Wisconsin Press.

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Participatory action research

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Reardon, Kenneth (1998). Participatory action research as service learning. *New directions for teaching and learning*, 7, 57-64. (Available through the UIUC Library Gateway)

Coupal, Françoise, & Sinoneau, Marie (1998). Case study of PE in Haiti. In E. Whitmore (Ed.), *Understanding and practicing participatory evaluation. New directions for evaluation, N.8.* (pp.69-80). San Francisco: Jossey-Bass Publishers.

Porter, Honnet, & Poulsen, Susan. (1989). [Principles of good practice for combining service and learning](#). Racine, WI: Johnson Foundation.

Resources

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge, and action research*. London: Falmer.

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Bishop, et al. (2004). [Supporting community inquiry with digital resources](#). Journal of Digital Information, 5(3).

Eglash, Ron. [Appropriating technology: An introduction](#).

Mishra, Zhao

Zacklad, M. (2003?). [Communities of action: a cognitive and social approach to the design of CSCW systems](#).

Resources

Headrick, Daniel R. (2000). *When information came of age: Technologies of knowledge in the age of reason and revolution, 1700-1850*. New York: Oxford University Press.

Hickman, Larry A. (2001). Ch. 1: Tuning up technology. In *Philosophical tools for technological culture: Putting pragmatism to work* (pp. 8-43). Bloomington: Indiana University Press.

Light, Andrew (Ed.) (1998). *Environmental pragmatism: Environmental philosophies*. New York: Routledge.

Noble, David F. (1977). *America by design: Science, technology, and the rise of corporate capitalism*. New York: Alfred A. Knopf.

Powasek, D. M. (2002). *Design for community: The art of connecting real people and virtual places*. Indianapolis: New Riders.

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What is the process of adopting an innovation?

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ASK

Subject Areas

Education, Educational Technology, Information Science

Grade Levels

Undergraduate, Graduate, Continuing

Unit Keywords

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Open Directory Category

http://dmoz.org/Reference/Education/Instructional_Technology/Evaluation/

INVESTIGATE

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Background and Resources

Background

Bruce, Bertram (1997). [Literacy technologies: What stance should we take?](#) *Journal of Literacy Research*, 29 (2), 289-309.

Bruce, B. C., & Rubin, A. D. (1993). [Situating evaluation](#). In *Electronic Quills*. Hillsdale, NJ: Erlbaum.

Loucks-Horsley, Susan (1996). [The Concerns-Based Adoption Model \(CBAM\): A model for change in individuals](#). From "Professional development for science education: A critical and immediate challenge." In Rodger Bybee (Ed.), *National standards & the science curriculum*. Dubuque, Iowa: Kendall/Hunt.

Resources

Bruce, B. C. (1993). [Innovation and social change](#). In B. C. Bruce, J. K. Peyton, and T. W. Batson (Eds.), *Network-based classrooms: Promises and realities* (pp. 9-32). New York: Cambridge University Press.

Bruce, B. C. (1999, March). [Challenges for the evaluation of new information and communication technologies](#). *Journal of Adolescent and Adult Literacy*, 42 (6), 450-459.

Bruce, B. C. (1999, September). [Educational reform: How does technology affect educational change?](#) *Journal of Adolescent and Adult Literacy*, 43 (1), 42-47.

Bruce, Bertram, & Levin, James. (2003). [Roles of new technologies in language arts: Inquiry, communication, construction, and expression](#). In J. Flood, D. Lapp, J. R. Squire, & J. R. Jensen (Eds.), *Handbook of research on teaching the English language arts*, 2nd edition (pp. 649-657). Mahwah, NJ: Lawrence Erlbaum Associates.

Bruce, Bertram, & Levin, James (1997). [Educational technology: Media for inquiry, communication, construction, and expression](#). *Journal of Educational Computing Research*, 17(1), 79-102.

Contractor, Noshir S. (1993, June). Theoretical frameworks for the study of structuring processes in group decision support systems. *Human Communication Research*, 19, 528-68.

DeSanctis, G., & Poole, M. S. (1994). Capturing the complexity in advanced technology use: Adaptive structuration theory. *Organization Science*, 5, 121-147.

FM Interviews. (1996, May 6). Spreadsheet anthropologist Apple researcher Bonnie [Nardi](#) observes digital villagers at work. *First Monday*, 1 (1). Available: www.firstmonday.dk/issues/issue1/nardi/index.html.

Levin, James, & Bruce, Bertram (2001). [Technology as media: The learner centered perspective](#). Paper presented at annual meeting of the American Educational Research Association, Seattle WA.

Malone, T. W., & Crowston, K. (1994, March). The interdisciplinary study of coordination, *ACM Computing Surveys*, 26 (1), 87-119. Available: <http://ccs.mit.edu/CCSWP157.html>.

Merton, Robert K. (1957). *Social theory and social structure*. Glencoe, IL.: The Free Press.

Misa, T. J. (1994). Retrieving sociotechnical change from technological determinism. In M.R. Smith & L. Marx (Eds.), *Does technology drive history? The dilemma of technological determinism* (pp. 115-142). Cambridge, MA: MIT Press.

Nardi, B. A., & O'Day, V. L. (1999). *Information ecologies*. Cambridge, MA: MIT Press.

Poole, M. S., & DeSanctis, G. (1990). Understanding the use of group decision support systems: The theory of adaptive structuration. In J. Fulk and C. Steinfield (Eds.), *Organizations and communication technology* (pp.175-195). Thousand Oaks, CA: Sage.

Raymond, E. S. (1998). [The cathedral and the bazaar](#). *First Monday*, 3 (3).

Rogers, Everett M. §§1, Elements of diffusion in *Diffusion of Innovations* (pp. 1-37).

Rogers, Everett M. (1986). *Communication technology: The new media in society*. New York: Macmillan Free Press.

Schon, Donald A., Sanyal, Bish, Mitchell, William J. (Eds.) (1999). *High technology and low-income communities: Prospects for the positive use of advanced information technology*. Cambridge: MIT Press.

Tenner, E. (1996). *Why things bite back: Technology and the revenge of unintended consequences*. New York: Random House.

DISCUSS

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Dialogues, Discussions, and Presentations

Rheingold, [Look who's talking](#)

Howard Rheingold asks, "How often do we interrupt a conversation with someone who is physically present in order to answer the telephone? Is the family meal enhanced by a beeper? Who exactly is benefiting from call waiting? Is automated voicemail a dark hint about the way our institutions value human time and life? Can pagers and cell phones that vibrate instead of ring solve the problem? Does the enjoyment of virtual communities by growing numbers of people enhance or erode citizen participation in the civic life of geographic communities?"

He ends with the big question, "If we decided that community came first, how would we use our tools differently?"

Consider your use of communications tools such as the telephone, with associated tools of beepers, pagers, call waiting, automated voicemail, cell and portable phones, or email, and its cousins of instant messaging, bulletin boards, blogs, and so on. Do these promote community in Rheingold's sense? How might they be designed or used differently to accomplish that?

REFLECT

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Assessment, Related Questions, and Story of the Unit

- What are the contributors to organizational capacity for innovation?
- How and why are innovation realized differently in different settings?
- How do latent functions (cf. Merton, Tenner) operate?
- What is adaptive structuration?

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Pragmatism and democracy

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ASK

Unit Keywords

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Background

Bishop, A. (2000, February). [Communities for the new century](#). *Journal of Adolescent and Adult Literacy*, 43 (5).

Hickman, Larry A. (2002, June 1). [Democracy and global citizenship: Creating value by educating for social reform](#). Presentation at the Boston Research Center.

Dewey, John (1991). *The public & its problems*. Athens: Swallow. §§4: Eclipse of the Public (pp.110-142). ([Past Masters at UIUC Library Gateway](#))

Dewey, John. (1966). *Democracy and education*. New York: The Free Press. §1: Education as a necessity of life (pp. 1-9). ([Past Masters at UIUC Library Gateway](#))

Feenberg, Andrew. (1998). [Can technology incorporate values?](#) Paper presented at the conference on The Legacy of Herbert Marcuse, University of California, Berkeley, November 7.

Resources

Bishop, Ann, Mehra, Bharat, Bazzell, Imani, & Smith, Cynthia (2001, April). [Afyra: Social and digital technologies that reach across the digital divide](#). *First Monday*, 6(4).

Bishop, A. P., Mehra, B., Bazzell, I., & Smith, C. (2000, June). [Socially grounded user studies in digital library](#)

[development](#). First Monday, 5 (6).

Freire, Paolo (2002). *Pedagogy of the oppressed*. New York: Continuum.

Illich, Ivan (1989). *Tools for conviviality*. Berkeley, CA: Heyday.

Jones, Steve. *CyberSociety 2.0: Revisiting CMC and community*. Newbury Park, CA: Sage.

Kramarae, Cheris (1988). *Technology and women's voices: Keeping in touch*. New York and London: Routledge and Kegan Paul.

Marx, Karl (1932). [The economic and philosophical manuscripts](#) (orig. written 1844; trans. Martin Milligan). In *Marx-Engels Collected Works, Volume 3*. Moscow: Progress Publishers.

Peirce, Charles S. (1868). [Some consequences of four incapacities](#). *Journal of Speculative Philosophy*, 2, 140-157.

Wajcman, Judy (1991). [Feminism confronts technology](#). Cambridge: Polity.

Weizenbaum, Joseph (1976). *Computer power and human reason*. San Francisco: Freeman.

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How can we do situated evaluation?

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ASK

Subject Areas

Education, Information Science

Grade Levels

Undergraduate, Graduate, Continuing

Unit Keywords

evaluation, situated studies, lis590pt

Open Directory Category

Reference/Education/Instructional_Technology/Evaluation/

Rationale of the Unit

Situated evaluation -- an approach to evaluation of technology use that assumes the technology is not set a priori, but comes into being through use. Situated evaluation is a "new framework for understanding innovation and change. This framework has several key ingredients: It emphasizes contrastive analysis and seeks to explore differences in use. It assumes that the object of study is neither the innovation alone nor its effects, but rather, the realization of the innovation--the innovation-in-use. Finally, it produces hypotheses supported by detailed analyses of actual practices. These hypotheses make possible informed plans for use and change of innovations" (Bruce & Rubin, 1993, p. 215).

INVESTIGATE

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Background and Resources

Background

Bruce, B. C., & Rubin, A. D. (1993). [Introduction](#), pp 1-6, for a discussion of the "what" of evaluation.

Bruce, Bertram . (1993). [Innovation and social change](#). In B. C. Bruce, J. K. Peyton, and T. W. Batson. (Eds.), *Network-based classrooms: Promises and realities* (pp. 9-32). New York: Cambridge University Press.

Resources

Green, Judith L. & Dixon, Carol N. (1994). [The social construction of classroom life](#). In A. Purves (Ed.), *International encyclopedia of English and the language arts*, 2 (pp. 1075-1078). New York: Scholastic.

Rubin, A., & Bruce, B. (1990). [Alternate realizations of purpose in computer-supported writing](#). CTE Tech Report no. 3. Boston: Education Development Center, Center for Children and Technology.

websites

[Situated evaluation web site](#) - links to research and evaluation studies done within the situated evaluation framework at micro and macro levels.

[A case study of learning](#) is an in-depth look at teaching and how learners respond. It typically includes a description of the activities that provide the context for learning. A case study report may be organized in whatever way seems most appropriate to the study.

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Pragmatic technology

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Unit Keywords

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Background

Bruce, Bertram, & Hogan, Maureen (1998). [The disappearance of technology: Toward an ecological model of literacy](#). In D. Reinking, M. McKenna, L. Labbo, and R. Kieffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 269-281). Hillsdale, NJ: Erlbaum.

Dewey, John (1916). [§§1: Introduction](#) in *Essays in experimental logic* (pp. 1-74). Chicago: University of Chicago Press.

Garrison, Jim. (1999). [John Dewey](#). In *Encyclopedia of philosophy of education*.

Resources

Bentley, Arthur F. (1954). *Inquiries into inquiry: Essays in social theory*. Boston: Beacon.

Dewey, John (1910). [How we think](#). Lexington, MA: D. C. Heath.

§§6: The Analysis of a Complete Act of Thought (pp.68-78);

§§7: Systematic inference: Induction and deduction (pp. 79-100).

Ellul, J. (1973, orig. English, 1964; French, 1954). *The technological society* (tr. J. Wilkinson). New York: Alfred A Knopf.

Ellul, J. (1980, orig. French, 1977). *The technological system* (trans. J. Neugroschel). New York: Continuum.

Feenberg, Andrew (2002). *Transforming technology: A critical theory revisited*. New York: Oxford University

Press.

Gadamer, Hans-Georg (1994). *Truth and method*, trans. Joel Weinsheimer & Donald G. Marshall. New York: Continuum.

Heidegger, Martin (1977). [The question concerning technology](#). In *The question concerning technology and other essays*(pp. 3-35). William Lovitt, trans. New York: Harper Torchbooks.

Hickman, Larry (2001). *Philosophical tools for technological culture: Putting pragmatism to work*. Bloomington: Indiana University Press.

Hoy, David Couzens (1993). *Heidegger and the hermeneutic turn*. Cambridge: Cambridge University Press.

Moore, A. (1910). *Pragmatism and its critics*. Chicago: University of Chicago Press.

Plato. [Phaedrus](#), Benjamin Jowett (1991, trans.)

Hickman, Larry (1990). *John Dewey's pragmatic technology*. Indiana Series in the Philosophy of Technology. Bloomington: Indiana University Press.

§§3: Productive skills in the arts (pp.60-79).

Smith, Merritt Roe, & Marx, Leo (Eds.) (1994). *Does technology drive history? The dilemma of technological determinism*. Cambridge: MIT Press.

CREATE

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There are several different versions of essentially the same idea, that technologies are frozen processes. Marx had his version as does Dewey via Hickman. Here are some postulates around the idea:

- We think of technologies as tools to solve problems, but problem-solving also creates technologies (regardless of whether the solution is a new term, an artifact, a process, a machine, etc.)
- Technologies are thus constructions, and re-constructions through use (e.g., Ron Eglash on "appropriating technologies")
- We deem a trace of problem-solving to be a technology when we envision future needs to address similar problems, e.g., workshop activities become an agenda, then a model, then tangible materials (web site, poster, handouts), then online technology. Thus technology-ness (ugh!) is a relative property expressing our assessment of a process's fixity and its reusability in future contexts.
- A device, e.g., a PC, isn't a particular technology until it comes into use, in which case, it can realize any of an indefinite set of possibilities. In that sense, the user is not the recipient of the developer's work, but the ultimate creator of the technology--if I use my PC as a doorstop, I've constructed a kind of doorstop technology.
- The cycle of problem-solving to technology to next problem-solving to next technology, etc. means that at any given point one can view a technology as a description of the process of past problem-solving or a means for future problem-solving. This is reminiscent of Dewey's reflex arc paper, in which he shows the arbitrariness of stimulus v response (that each "response" can be seen as a "stimulus" for future action.)

- Artifacts thus manifest the problem-solving activities that gave rise to them (cf. Madeline Akrich on the thickness of the metal in a car body), while simultaneously providing the structure for future activity (as Lev Vygotsky shows).
- This view counters both a naive constructivism that views all activity as fluid and agentive, as well as a naive determinism.
- Implications for design, development, distribution, use, and evaluation.

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