

# THE **INTERNET**

**Tangled Webs, Global Promise**



**A Workshop for Educators**

AUGUST 6–9, 2018

**Global Studies Outreach at Harvard University**

# Internet | Throughline Questions

- 1 How does the Internet make us more or less healthy, connected, secure, informed, educated, empowered, creative and globally competent?
- 2 Is access to the Internet a human right? Should it be?
- 3 To what degree is the Internet really increasing our engagement with the world? Our understanding of the world?
- 4 Who is in charge? Who has (or should have) the authority to monitor, maintain, regulate and censor the Internet?
- 5 To what degree is the Internet changing who we are as individuals (biologically, psychologically or in terms of identity), as communities, nations, global citizens?
- 6 How does where one is situated (place, class, age, race, gender, culture, expertise, work/experience) impact our answers to these questions?

*This workshop was made possible in part by a Title VI National Resource Center Grant from the U.S. Department of Education.*

# Welcome!

On behalf of the Global Studies Outreach Committee, we are pleased to welcome you to Harvard University for our 6th annual summer workshop for educators, “**The Internet: Tangled Webs, Global Promise.**” We are so glad that you’ve decided to spend a week of your precious summer learning, exploring and considering the Internet as both a tool and a global phenomenon.

The Internet today is so ubiquitous and such a constant presence in our lives that it is hard to remember a time when constant connectivity wasn’t the norm. As of 2017, nearly 52% of the world’s population are considered Internet users, with tens of millions more joining their ranks each year. Seventy percent of these users are youth, yet 94% of youth in developed countries are routinely online compared to only 30% in the least developed countries.\* But while more than half of the world’s population is online, how connected are we really? What kind of connections are being nurtured in the online space? And how equitable is people’s access to the Internet around the globe? How does this lack of equity impact our ability to connect to others globally? The goal of the 2018 summer workshop is to help you, as individuals, learners and educators, investigate and make sense of these questions as a learning community and consider how best to communicate these challenges and opportunities to your students.

In order to support deep conversations, our workshops provide both content and pedagogical coverage. Much of the pedagogical foundation for this workshop was developed at Project Zero, a research group based at the Harvard Graduate School of Education. Their mission is to understand and enhance high-level thinking and learning across disciplines and cultures in our nation’s schools and we will draw inspiration from their research and pedagogical frameworks, most specifically the “Educating for Global Competence” framework.

In your program booklet you will find the **agenda** for the workshop, a list of **fellow participants**, **speaker biographies**, and information about the **sponsoring centers**. Following the workshop, we welcome your feedback so that we can continue to provide enriching professional development opportunities for educators at all levels across the country.

We want to **thank you for your tremendous efforts in globalizing your curriculum**, and for the work put into developing your unit ideas before, during, and after the workshop. We look forward to working with you to see your ideas through to completion!

Sincerely,

**Jorge Espada**

Harvard University Asia Center

**Susan Holman**

Global Health Education and Learning Incubator

**Cris Martin**

Davis Center for Russian and Eurasian Studies

**Anna Mudd**

Religious Literacy Project

**Joan Soble**

Veteran Teacher

**Li Ming Tseng**

Center for African Studies

**Carol Ann Young**

Center for Middle Eastern Studies

\* Statistics come from 2017 data provided by the International Communications Union of the UN: <https://www.itu.int/en/ITU-D/Statistics/Pages/facts/default.aspx>

# Agenda

## DAY 1 | Monday, August 6, 2018

- 8:00–8:30 am **Breakfast**
- 8:30–9:30 am **Welcome, Introduction, and Orientation**  
**Cris Martin**  
Outreach Director, Davis Center for Russian and Eurasian Studies
- 9:30–9:45 am **Opening Remarks**  
**Rawi Abdelal**  
Herbert F. Johnson Professor of International Management, Harvard Business School; Director, Davis Center for Russian and Eurasian Studies
- 9:45–11:15 am **Keynote: Why the Internet Matters to You**  
**Scott Bradner**  
Harvard University, Retired
- 11:15–11:30 am **Break**
- 11:30–1:00 pm **Fostering Intercultural Dialogue in the Digital Age: Opportunities, Challenges, and Grey Areas**  
**Liz Dawes Duraisingh**  
Co-Director, Out of Eden Learn; Principal Investigator, Project Zero, Harvard University
- 1:00–1:30 pm **Lunch**
- 1:30–2:30 pm **The Red Web: The Internet and Cybersecurity in Putin’s Russia**  
**Andrei Soldatov**  
Investigative Journalist, Agentura.ru
- 2:30–2:45 pm **Break**
- 2:45–4:15 pm **Jet Engines on the Stagecoach:  
A Researcher’s Perspective on the Promises and Pitfalls of Educational Technology from the Dawn of the Internet**  
**Damian Bebell**  
Assistant Research Professor, Lynch School of Education, Boston College
- 4:15–4:30 pm **Reflection and Synthesis**

## **DAY 2** | Tuesday, August 7, 2018

8:00–8:30 am	<b>Breakfast</b>
8:30–9:15 am	<b>From Lineups for Group Building to Lineups for Group Learning</b>
9:15–10:45 am	<b>Internet Matters: Mapping Understandings and Priorities</b> <b>Joan Soble</b> Veteran Classroom Teacher, Former Project Zero Teacher/Researcher
10:45–11:00 am	<b>Break</b>
11:00–12:30 pm	<b>Digital Media and Conflict</b> <b>Alex Siegel</b> Postdoctoral Fellow, Immigration Policy Lab, Stanford University
12:30–1:15 pm	<b>Lunch</b>
1:15–2:45 pm	<b>#PortaLife: A Library of Human Experience</b> <b>Stephen Chinosi</b> Shared Studios Team
2:45–4:00 pm	<b>Visit to the MIT Media Lab</b>

## DAY 3 | Wednesday, August 8, 2018

8:00–8:30 am	<b>Breakfast</b>
8:30–9:15 am	<b>Pedagogies for Global Learning</b>
9:15–10:45 am	<b>How Smartphones Can Give Everyone the Opportunity to Learn to Read</b> <b>Tinsley Galyean</b> Executive Director, Curious Learning <b>Stephanie Gotwald</b> Director of Content, Curious Learning
10:45–11:00 am	<b>Break</b>
11:00–12:30 pm	<b>Shutdowns, Fake News, and Eye Roll Memes: Challenges and Opportunities for Internet Users in Asia</b> <b>Madeline Earp</b> Content/Project Manager, Security First
12:30–1:15 pm	<b>Lunch</b>
1:15–2:45 pm	<b>How We Know in the Internet Age</b> <b>David Weinberger</b> Senior Researcher, Berkman Klein Center for Internet and Society, Harvard University
2:45–3:00 pm	<b>Break</b>
3:00–4:30 pm	<b>Building Global Minds in a Globalized World</b>

Many of the pedagogical frameworks and exercises used at this workshop were developed at **Project Zero (PZ)**, an educational research group at the Harvard Graduate School of Education composed of multiple independently sponsored research projects. Since 1967, PZ has examined the development of learning processes in children, adults, and organizations. Today, Project Zero's work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. Their mission is to understand and enhance high-level thinking and learning across disciplines and cultures and in a range of contexts, including schools, businesses, museums, and digital environments.

## **DAY 4** | Thursday, August 9, 2018

- 8:00–8:30 am **Breakfast**
- 8:30–9:15 am **Preparing to Reflect, Synthesize and Bring Something Valuable Back Home**
- 9:15–10:45 am **Stacking the Odds in Favor of Serendipity: Designing Interactions that Use Difference to Spark Insight**  
**Dave King**  
Founder, Exaptive Inc.
- 10:45–11:00 am **Break**
- 11:00–12:30 pm **Big Data and the Future of Surveillance**  
**Salome Viljoen**  
Fellow, Privacy Initiatives Project, Berkman Klein Center, Harvard University
- 12:30–1:00 pm **Lunch**
- 1:00–2:00 pm **Open Space Technology**
- 2:00–2:15 pm **Break**
- 2:15–3:45 pm **Making Our Learning and Thinking Visible (Representation Activity)**  
**Joan Soble**  
Veteran Classroom Teacher, Former Project Zero Teacher/Researcher
- 3:45 pm **Evaluations**



# Participants

**Mary Alpaugh**

Glendale Community College  
Glendale, AZ

**Susan Balogh**

Edith C. Baker School  
Brookline, MA

**Alda Benjamin**

Penn Museum  
Washington, DC

**Mary Bradshaw**

Marshfield High School  
Marshfield, MA

**Chuck Bunting**

Oak Hill Middle School  
Newton, MA

**Adam Chaprnka**

Boys & Girls Club of Boston  
Boston, MA

**Jin Chung**

St. Stephen's Episcopal School  
Austin, TX

**Michelle Ciccone**

Christa McAuliffe Charter School  
Framingham, MA

**Jennifer Clapp**

Malden High School  
Malden, MA

**Alejandro Cruz**

Panamerican School  
Monterrey, Mexico

**Thomas D'Ambrosio**

General Douglas MacArthur High School  
Levittown, NY

**Meredith Elliott**

Boston Latin School  
Boston, MA

**Deeth Ellis**

Boston Latin School  
Boston, MA

**Binnur Ercem**

Middlesex Community College  
Bedford, MA

**Joanna Feliz**

I.S. 50 Middle School  
New York, NY

**Brooke Forelli**

Lexington High School  
Lexington, MA

**Jessica Fundalinski**

George Washington Middle School  
Alexandria, VA

**Nina Ha**

Bunker Hill Community College  
Boston, MA

**Maeve Hitzenbuhler**

Westborough Public Schools  
Westborough, MA

**Elaine Ivy**

Ferryway School  
Malden, MA

**Yookyung Lee**

Pioneer Academy  
Wayne, NJ

**Lucia Leonardi**

Josiah Quincy Upper School  
Boston, MA

**Cynthia Marland**

Bristol Community College  
Fall River, MA

**Owen McElhinney**

Pierce Middle School  
Milton, MA

**Lizzbeth Melendez**

Greenhill School  
Addison, TX

**Judith Packer**

Ottoson Middle School  
Arlington, MA

**Ross Phillips**

Winnacunnet High School  
Hampton, NH

**Elaine Priovolos**

Needham High School  
Needham, MA

**Laurie Ann Riley**

Vassal Lane Upper School  
Cambridge, MA

**Kathleen Shull**

Chinle High School  
Chinle, AZ

**Anthony Staccone**

United Nations International School  
New York, NY

**Peter Sullivan**

Boston Latin School  
Boston, MA

**Amy Tordone**

Downington East High School  
Exton, PA

**Brett Vance**

Alvirne High School  
Derry, NH

**Amy Wiese**

F. A. Day Middle School  
Newton, MA

**Mei Wu-Winiarski**

California State University  
East Bay, Hayward, CA

# Speaker Biographies

## **Damian Bebell**

Dr. Damian Bebell is an established leader in the design and study of technology rich educational environments. Damian holds a position of Assistant Research Professor at Boston College's Lynch School of Education where he has taught research methodology courses and is a senior research associate at the Center for the Study of Testing, Evaluation and Educational Policy (CSTEED). Damian is also the research director of the International School Research Collaborative, a longitudinal research collaboration between 1:1 schools, educational leadership, and data scientists around the world.

## **Scott Bradner**

Scott Bradner was involved in the design, operation, and use of data networks at Harvard University since the early days of the Advanced Research Projects Agency Network. He was involved in the design of the original Harvard data networks, the Longwood Medical Area network (LMANet) and New England Academic and Research Network (NEARnet). He was founding chair of the technical committees of LMANet, NEARnet, and the Corporation for Research and Enterprise Network.

Bradner served in a number of roles in the Internet Engineering Task Force (IETF). He was the co-director of the operational requirements area (1993-1997), IPng area (1993-1996), transport area (1997-2003) and sub-IP area (2001-2003). He was a member of the Internet Engineering Steering Group (1993-2003) and was an elected trustee of the Internet Society (1993-1999), where he was the vice president for standards from 1995 to 2003 and secretary to the board of trustees from 2003 to 2016.

Bradner was also a member of the IETF Administrative Support Activity (IASA) as well as a trustee of the IETF Trust from 2012 to 2016. He retired from Harvard University in 2016 after fifty years working in computers, networking, security, and identity management.

## **Liz Dawes Duraisingh**

Liz Dawes Duraisingh has been associated with Project Zero since 2003, when she began working as a research assistant on the Interdisciplinary Studies Project. After taking time out to complete her doctorate, she returned to Project Zero and became a Principal Investigator in 2014. Liz co-directs Out of Eden Learn, an innovative online learning community that promotes cross-cultural inquiry and exchange among young people around the world, in collaboration with Pulitzer Prize-winning journalist Paul Salopek. Liz also co-directs Creating Communities of Innovation with Edward Clapp. This project supports inquiry-driven professional development for teachers, with the goal of promoting innovative practices in schools. Liz additionally serves as Lecturer on Education at HGSE, teaching the introductory qualitative research course to incoming Phd. students. She was previously a middle and high school history teacher for eight years, working in both England and Australia. She has a B.A. in History and French from Oxford University, a Post Graduate Certificate of Education from the Institute of Education, University of London, and an Ed.M. and Ed.D. from HGSE. Her dissertation won the 2013 Larry Metcalf Exemplary Dissertation Award from the National Council for the Social Studies.

## **Madeline Earp**

Madeline Earp has studied digital rights and media freedom in Asia for the past decade. Until January 2018, she was the senior research analyst for Asia with Freedom House's annual Internet freedom index, where she collaborated with local researchers to assess internet access, censorship and user rights in 15 countries across East, Southeast and South Asia. She coauthored the most recent Freedom on the Net report, "Manipulating Social Media to Undermine Democracy," in November 2017. She was also the senior Asia program researcher at the Committee to Protect Journalists (CPJ) in New York between 2007 and 2013. She currently manages content for Security First, a tech startup sharing free digital and physical security tools with activists, journalists, and aid workers around the world. She has studied Chinese in China and Taiwan and has an MA in Regional Studies: East Asia from Harvard University GSAS.

## **Tinsley Galyean**

Tinsley Galyean is the Co-Founder and Executive Director of the non-profit Curious Learning ([www.curiouslearning.org](http://www.curiouslearning.org)). He holds a PhD from the Interactive Cinema Group at the MIT Media Lab and a ScM in computer graphics from Brown University. He has developed interactive technology projects for children with the Museum of Modern Art, Museum of Science & Industry Chicago, Boston Museum of Science, Liberty Science Center, Georgia Aquarium, and SciTech Perth. He's also developed media experiences for children through Disney, Warner Brothers, and an Emmy-nominated program for Discovery Kids. Tinsley is also a Research Affiliate at the MIT Media Lab.

## **Stephanie Gottwald**

Stephanie Gottwald, Ph.D. is the Co-Founder and Director of Content at Curious Learning and served as the Assistant Director of the Center for Reading and Language Research at Tufts University where she directed research into the identification and intervention of dyslexia. She has consulted on literacy instruction with school systems locally and internationally, including LA United, Miami Dade County and the Department of Education for the countries of Iceland and South Africa and is on

the advisory boards of literacy programs in South Africa and India. Stephanie is the co-author with Dr. Maryanne Wolf of the newly released *Tales of Literacy for the 21st Century: The Literary Agenda*. She holds an M.A. from Boston College and a Ph.D. from Tufts University in Linguistics and Literacy.

## **Susan Holman**

Susan Holman is senior writer at the Global Health Education and Learning Incubator at Harvard University. She holds master's degrees from Tufts Friedman School of Nutrition Science and Policy, and Harvard Divinity School, as well as a Ph.D. from Brown. Her research interests focus on the history of medicine, public health, and social justice as it relates to religion and health; she is author of six books, three from Oxford University Press. At Harvard since 2007, she works with faculty, staff, and students on diverse writing projects connecting global health across disciplines, and serves on the Incubator's leadership team on projects ranging from publications and strategic planning, to faculty initiatives and web communications.

## **Dave King**

Dave King has been involved in high-tech entrepreneurship since the early 1990s. He has over 15 years experience in all aspects of software development, from system architecture to large-scale database design to the psychology of user interfaces and management of Agile development teams. Dave helped pioneer paperless manufacturing information systems in the electronics industry, then focused on designing extensible software systems for ad hoc visualization and analysis of large-scale multidimensional datasets. In 2011, Dave saw the need for a more modular and cross-disciplinary approach to data science and founded Exaptive, Inc. in order to pursue ways that technology and community can be combined to facilitate innovation. In 2015, his company was named as one of five Cool New Vendors in the life sciences by Gartner and an Innovator of Year by the Journal Record and in 2016 was selected by the Bloor Group as one of the top 10 companies and technologies to watch, as well as the Most Promising New Business from the Oklahoma Venture Forum. Dave holds a BS from MIT in electrical engineering and computer science.

## Alexandra Siegel

Alexandra Siegel is a postdoctoral fellow at Stanford's Immigration Policy Lab (IPL) and a research associate at New York University's Social Media and Political Participation Lab (SMaPP). Her research uses social media data, social network analysis, and textual analysis---in addition to more traditional data sources---to explore mass and elite political behavior in the Arab World. Alexandra received her PhD from NYU's politics department in 2018. She is a former Junior Fellow at the Carnegie Endowment for International Peace and a former CASA Fellow at the American University in Cairo. She holds a BA in International Relations and Arabic from Tufts University.

## Joan Soble

Joan Soble is a career educator who consults in and beyond the United States with schools and organizations seeking to foster engaged student and teacher learning as well as student achievement. After more than thirty-four years as a school-based educator, Joan retired in 2013 from Cambridge Rindge and Latin School (CRLS) in Cambridge, MA, where she taught English language arts and supported the faculty's professional learning. Joan's twenty-one-year association with Project Zero (PZ) at the Harvard Graduate School of Education began when she was a research-teacher with the Teaching for Understanding Project, extended through her association with the Making Learning Visible Project, and is currently focused on its Interdisciplinary and Global Studies Project. In 2012, Joan was the Massachusetts recipient of the National Education Association Foundation/California Casualty Award for Teaching Excellence and a Pearson Foundation Global Learning Fellow. In her blog, "Joan Soble: So Already... : A Blog about Moving Forward and Staying Connected" ([soalready.blogspot.com](http://soalready.blogspot.com)), Joan often writes about issues in education.

## Andrei Soldatov

Andrei Soldatov is a Russian investigative journalist, co-founder and editor of Agentura.ru, a watchdog of the Russian secret services' activities. He has been covering security services and terrorism issues since 1999. He has co-written with Irina Borogan *The New Nobility. The Restoration of Russia's Security State and the Enduring Legacy of the KGB* (PublicAffairs, 2010) and *The Red Web: The Struggle Between Russia's Digital Dictators and the New Online Revolutionaries*, published in the autumn of 2015. An updated edition of *The Red Web*, with a new chapter about the U.S. election and the Russian interference in 2016, was published in August 2017.

## Salome Viljoen

Salome is a Fellow in the Privacy Initiatives Project at the Berkman Klein Center for Internet and Society. Salome's professional interest is the intersection between privacy, technology and inequality. Before coming to the Berkman Center, Salome was an associate at Fenwick & West, LLP, where she worked with technology company clients on a broad variety of matters. She has a JD from Harvard Law School, an MsC from the London School of Economics, and a BA in Political Economy from Georgetown University.

## David Weinberger

David Weinberger is a senior researcher at the Berkman Klein Center for Internet and Society at Harvard University, and writes about the effect of technology on ideas. Dr. Weinberger is the author of *Small Pieces Loosely Joined* and *Everything Is Miscellaneous*, and is the co-author of *The Cluetrain Manifesto*. His most recent book, *Too Big to Know*, explores the Internet's effect on how and what we know. He has been a philosophy professor, journalist, strategic marketing consultant to high tech companies, Internet entrepreneur, advisor to several presidential campaigns, and a Franklin Fellow at the U.S. State Department. He was for four years the co-director of the Harvard Library Innovation Lab, focusing on the future of libraries. He is currently serving as a writer in residence at Google, attached to an AI research group.

# Sponsoring Centers



HARVARD UNIVERSITY  
**ASIA CENTER**

The **Harvard University Asia Center** was founded on July 1, 1997, as a university-wide interfaculty initiative with an underlying mission to engage people across disciplines and regions. The Center sponsors a number of seminars, conferences, lectures, and

programs during the academic year including the annual Tsai Lecture, the Modern Asia, Southeast Asia, and Islam in Asia seminar series, the Ezra F. Vogel Distinguished Visitors Program, and the Asia Vision 21 conference. In addition to its award-winning publications program, the Center issues a weekly bulletin featuring Asia-related events at Harvard and in the greater Boston area, as well as an online newsletter. The Asia Center funds student research and study in Asia as well as the activities of Asia-focused student organizations. In addition, the Asia Center is designated a Title VI National Resource Center for East Asia by the U.S. Department of Education.

[asiacenter.harvard.edu](http://asiacenter.harvard.edu)



CENTER FOR  
**AFRICAN STUDIES**

HARVARD UNIVERSITY



The **Center for African Studies** (CAS) is the umbrella organization for all things Africa-related at Harvard University. In 2010 and 2014, CAS was designated a National Resource Center for African Studies through the United States Department of Education. The Center serves as an intellectual hub, connecting students, faculty, and members of the wider Africanist community with shared interests through seminars, workshops and conferences throughout the academic year. CAS also funds student and fellows research and travel in Africa through research grants and internships programs.

[africa.harvard.edu](http://africa.harvard.edu)

**CMES**

THE CENTER FOR  
MIDDLE EASTERN STUDIES  
HARVARD UNIVERSITY

The **Center for Middle Eastern Studies** was established in 1954 to support research and teaching on the Middle East and has produced

generations of scholars with a profound understanding of and active engagement in the region. At the core of the Center's mandate is the pursuit of firsthand knowledge about the Middle East based on literacy in its languages and a deep understanding of its diverse politics, cultures, and histories.

[cmes.fas.harvard.edu](http://cmes.fas.harvard.edu)



The **Davis Center for Russian and Eurasian Studies** brings people together to learn about this region of the world in original and profound ways. By fostering opportunities for innovative scholarship, creative teaching, and broad learning within a research university, we educate future leaders who make enduring contributions and bring deep knowledge to bear on contemporary problems.

[daviscenter.fas.harvard.edu](http://daviscenter.fas.harvard.edu)



The **Global Health Education and Learning Incubator** at Harvard University inspires and supports innovative learning, teaching, and dialogue about cutting-edge, multidisciplinary global challenges. We foster and evaluate new pedagogical tools and instructional strategies that bridge disciplinary fields, educational

spaces, and groups of learners. Through the deliberative design of inclusive learning spaces—to gather, to collaborate, to spark unexpected discussions—the Incubator encourages transformative thinking across disciplines while breaking down conceptual and geographic boundaries.

[gheli.harvard.edu](http://gheli.harvard.edu)



**HARVARD DIVINITY SCHOOL**  
Religious Literacy Project

The **Religious Literacy Project** at Harvard Divinity School is dedicated to enhancing and promoting the public understanding of religion. We provide resources and special training opportunities for educators, journalists, public

health workers, foreign service officers, interfaith/multifaith groups, students, and others wishing to better understand the complex roles that religions play in contemporary global, national, and local contexts.

[rlp.hds.harvard.edu](http://rlp.hds.harvard.edu)

# Notes

The Global Studies Outreach Committee is comprised of the following Harvard centers: the Asia Center, the Center for African Studies, the Center for Middle Eastern Studies, the Davis Center for Russian and Eurasian Studies, the Global Health Education and Learning Incubator, and the Religious Literacy Project of the Harvard Divinity School. Many thanks to Project Zero for their collaboration and inspiration. Learn more at [globalstudiesoutreach.harvard.edu](https://globalstudiesoutreach.harvard.edu).