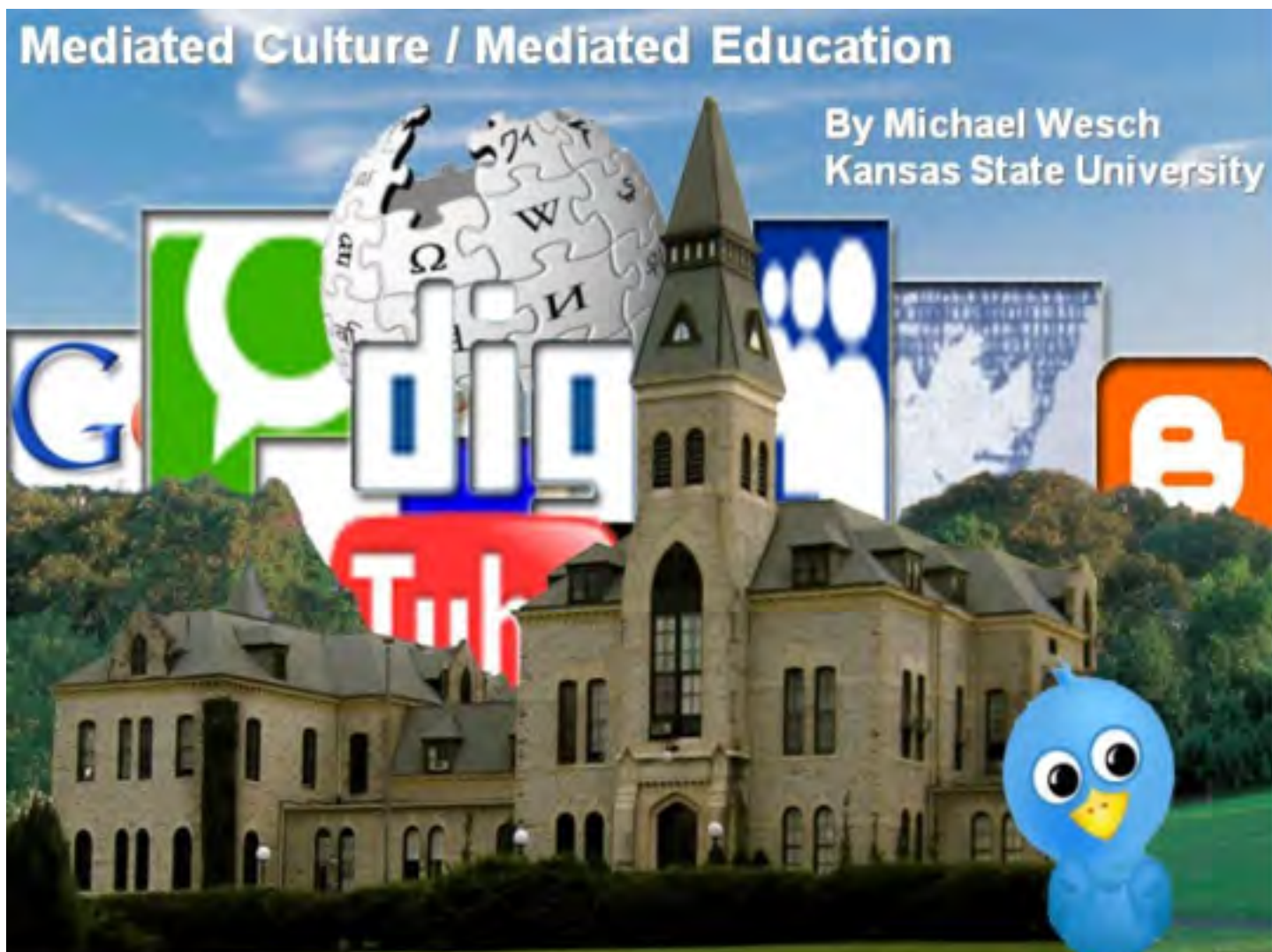


Slide1



Slide2



Slide3



Slide4



Slide5



Slide6



Slide7



Slide8



Slide9



Slide 10



Slide11



Slide12



Slide13



Slide14

"Namba Tok"

Province	Census Division	Census Unit
01	01	
02	02	01
03	03	01
04	04	01
05	05	01
06	06	01
07	07	01
08	08	01
09	09	01
10	10	01
11	11	01
12	12	01
13	13	01
14	14	01
15	15	01
16	16	01
17	17	01
18	18	01
19	19	01
20	20	01
21	21	01
22	22	01
23	23	01
24	24	01
25	25	01
26	26	01
27	27	01
28	28	01
29	29	01
30	30	01
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32	32	01
33	33	01
34	34	01
35	35	01
36	36	01
37	37	01
38	38	01
39	39	01
40	40	01
41	41	01
42	42	01
43	43	01
44	44	01
45	45	01
46	46	01
47	47	01
48	48	01
49	49	01
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70	70	01
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76	76	01
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84	84	01
85	85	01
86	86	01
87	87	01
88	88	01
89	89	01
90	90	01
91	91	01
92	92	01
93	93	01
94	94	01
95	95	01
96	96	01
97	97	01
98	98	01
99	99	01
100	100	01

RELATION OF THE MINIMUM BASE FIGURE FOR LOCAL-LEVEL GOVERNMENT AND VILLAGE SERVICES GRANT.

Minimum base figure for Local-level Government and Village Services Grant.

Minimum figure for Local-level Government activities, in relation to a province and to a census unit, means the amount calculated in accordance with the formula:-

$(F) + (AB + YZ + SR)$ multiply by $1 + C$; or

$(F) + (AB + YZ + SR)$ plus or minus D.

Where:-

- F = Conditional Complementary Support Grant as provided for in Section 95, and
- A = Total population of the province, and
- B = Minimum figure of K20.00 per head of population, and
- Y = Square kilometre of total land mass in the province, and
- Z = Minimum figure of K20.00 per square kilometre of the land mass, and
- S = Effective sea area expressed in square kilometres, and
- R = Minimum figure of K20.00 per square kilometre of the effective sea area in the province, and
- C = The equitable factor, as provided for in Section 96, expressed as a percentage, and
- D = An equitable factor, as provided for in Section 96, expressed as an absolute kind amount.

Slide15



Slide16

Papua New Guinea Census Book

PROVINCE East New
 CENSUS DIVISION 21802-44
 CENSUS UNIT Tonasa

DISTRICT Telifumina
 ELECTORATE Telifumina
 CONSTITUENCY YAPSI

CLAN Alia
 ETHNIC GROUP Alia
 LGC / CG WARD 1014

Form Number	Person Number	Name	Father's Name	Sex	Date of Birth	Relationship	Comments
01	01	EKI	AKUEMI	M	1968	01	
	02	ESSI	EKI	F	1971	02	
	03	JEFFRY	EKI	M	20-06-81	03	
	04	PLLE	EKI	F	06-05-89	03	
	05	GILBERT	EKI	M	24-08-90	03	
	06	EMILIE	EKI	F	1984	03	
002	01	MANDEMYAP	TALIM	M	1950	01	
	02	SAMSON	MANDEMYAP	M	27-02-81	03	
	03	LISHBET	MANDEMYAP	F	01-05-80	03	
	04	WENI	MANDEMYAP	M	21-06-89	03	
003	01	TOKI	TIPNOK	M	1977	01	
	02	MAYEN	TOKI	F	1978	02	
	03	TOKSON	TOKI	M	17-11-95	03	
	04	WELSA	TOKI	F	2-08-2000	03	
004	01	BATEX	KINSON	M	1978	01	
	02	MALUSI	BATEX	F	1979	02	
005	01	DAUD	LUKELIKI	M	1970	01	
	02	KILIN	DAUD	F	1974	02	
	03	IBRAHIM	DAUD	M	31-02-94	03	
006	01	DANIEL	FURINOK	M	1970	01	
	02	LUCY	DANIEL	F	1974	02	
	03	NANCY	DANIEL	F	25-02-79	03	
	04	KELLYNE	DANIEL	F	15-12-97	03	
	05	SHELLYAE	DANIEL	F	15-12-99	03	
	06	NOLAN	DANIEL	F	1984	03	TWIN SISTERS

Slide17



Slide18

"Namba Tok"

PROVINCE		CENSUS DIVISION		CENSUS UNIT	
Family Number	Person Number				
01	01				
02	02				
03	03				
04	04				
05	05				
06	06				
07	07				
08	08				
09	09				
10	10				
11	11				
12	12				
13	13				
14	14				
15	15				
16	16				
17	17				
18	18				
19	19				
20	20				

RELATION OF THE MINIMUM BASE FIGURE FOR LOCAL-LEVEL GOVERNMENT AND VILLAGE SERVICES GRANT.

Minimum base figure for Local-level Government and Village Services Grant.

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(F)+(AB + YZ + SR) multiply by 1 + C, or
 (F)+(AB + YZ + SR) plus or minus D.

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- A = Total population of the province; and
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- Z = Minimum figure of K20.00 per square kilometre of the land mass; and
- S = Effective sea area expressed in square kilometres; and
- R = Minimum figure of K20.00 per square kilometre of the effective sea area in the province; and
- C = The equitable factor, as provided for in Section 96, expressed as a percentage; and
- D = An equitable factor, as provided for in Section 96, expressed as an absolute kina amount.

Province	Census Division	Census Unit	F	AB	YZ	SR	1+C	D
01	01	01	1584	01				
02	02	01	1550	01				
02	02	02	17-02-21	02				
02	02	03	11-05-26	03				
02	02	04	21-06-29	04				
03	03	01	1577	01				
03	03	02	1578	02				
03	03	03	17-11-36	03				
03	03	04	2-08-2005	04				


Slide19



Slide20




Media are not just tools.




Media are not just tools.

Media are not just means of communication.



Media are not just means of communication.

Media mediate our conversations



Media **mediate** our conversations

Media change



**Media
change**


Media our conversations change change



**Media
change**

**our conversations
change**

??We shape our tools, and thereafter our tools shape us.?? - Marshall McLuhan



“We shape our tools,
and thereafter our tools shape us.”

- Marshall McLuhan

Media Ecology

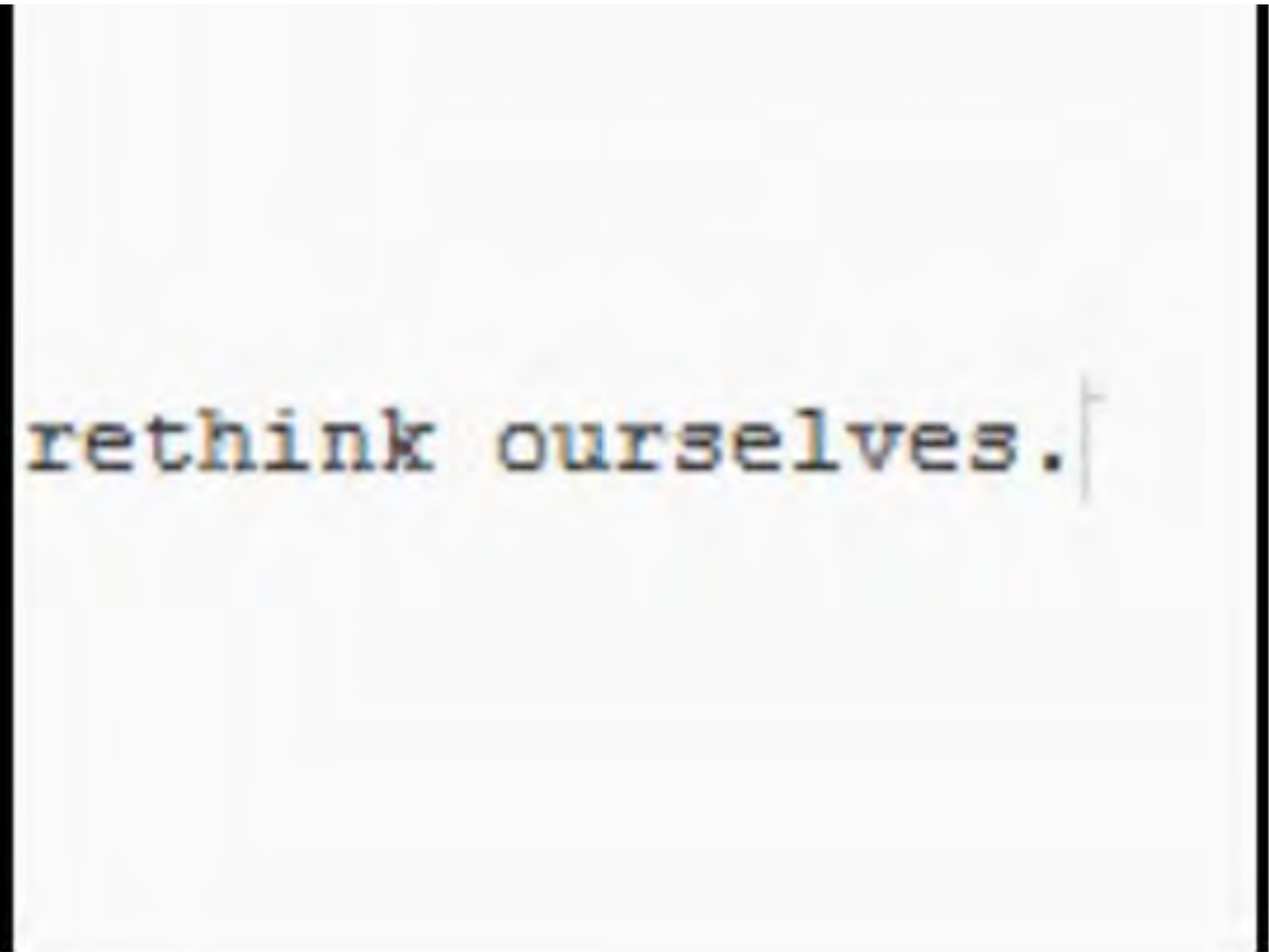


Media Ecology

Slide28



Slide29



rethink ourselves.

Slide30



How many do not actually like school?



How many do not actually like school? over half raise their hands



How many do not like learning?



How many do not like learning? no hands



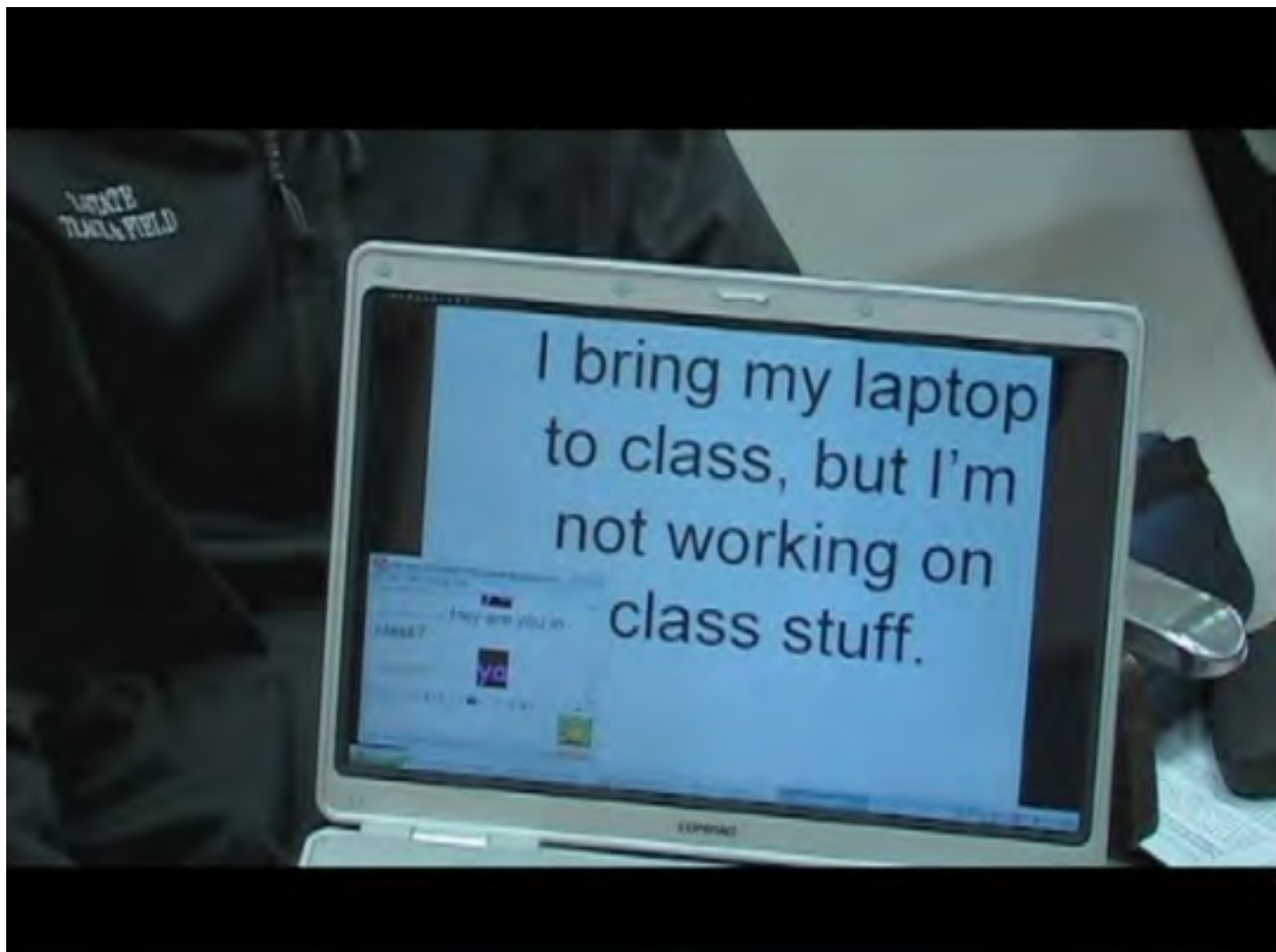
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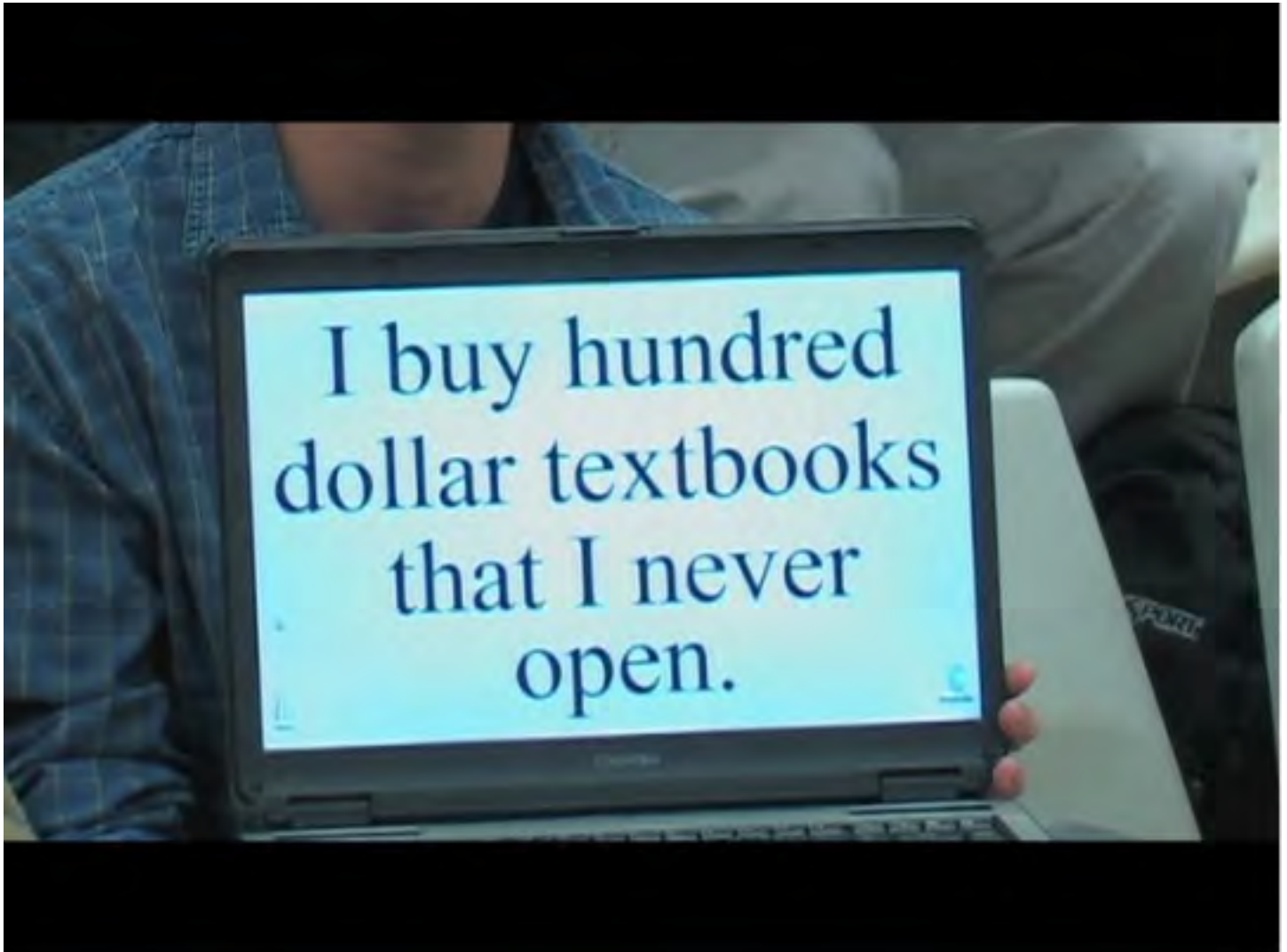
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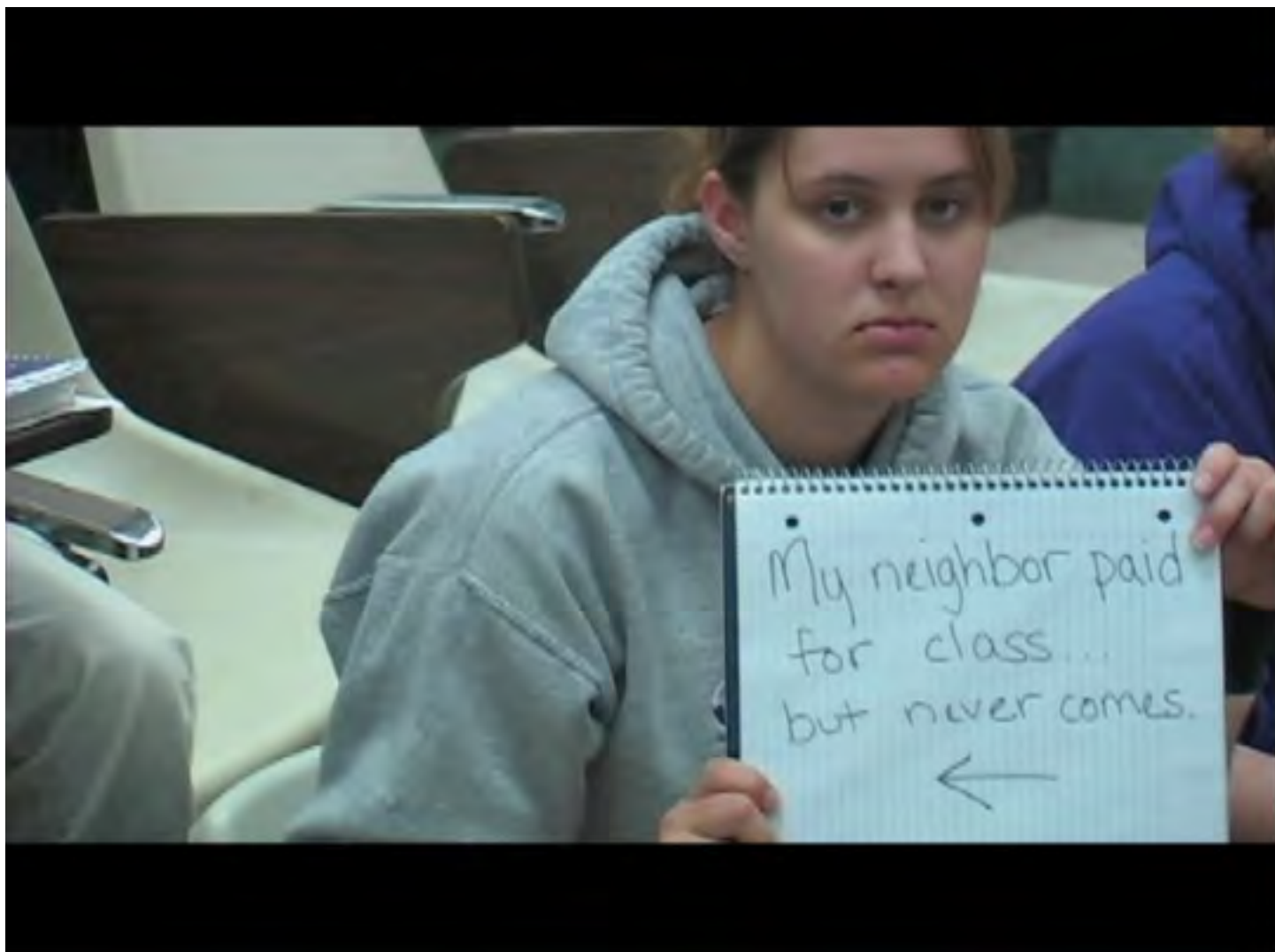
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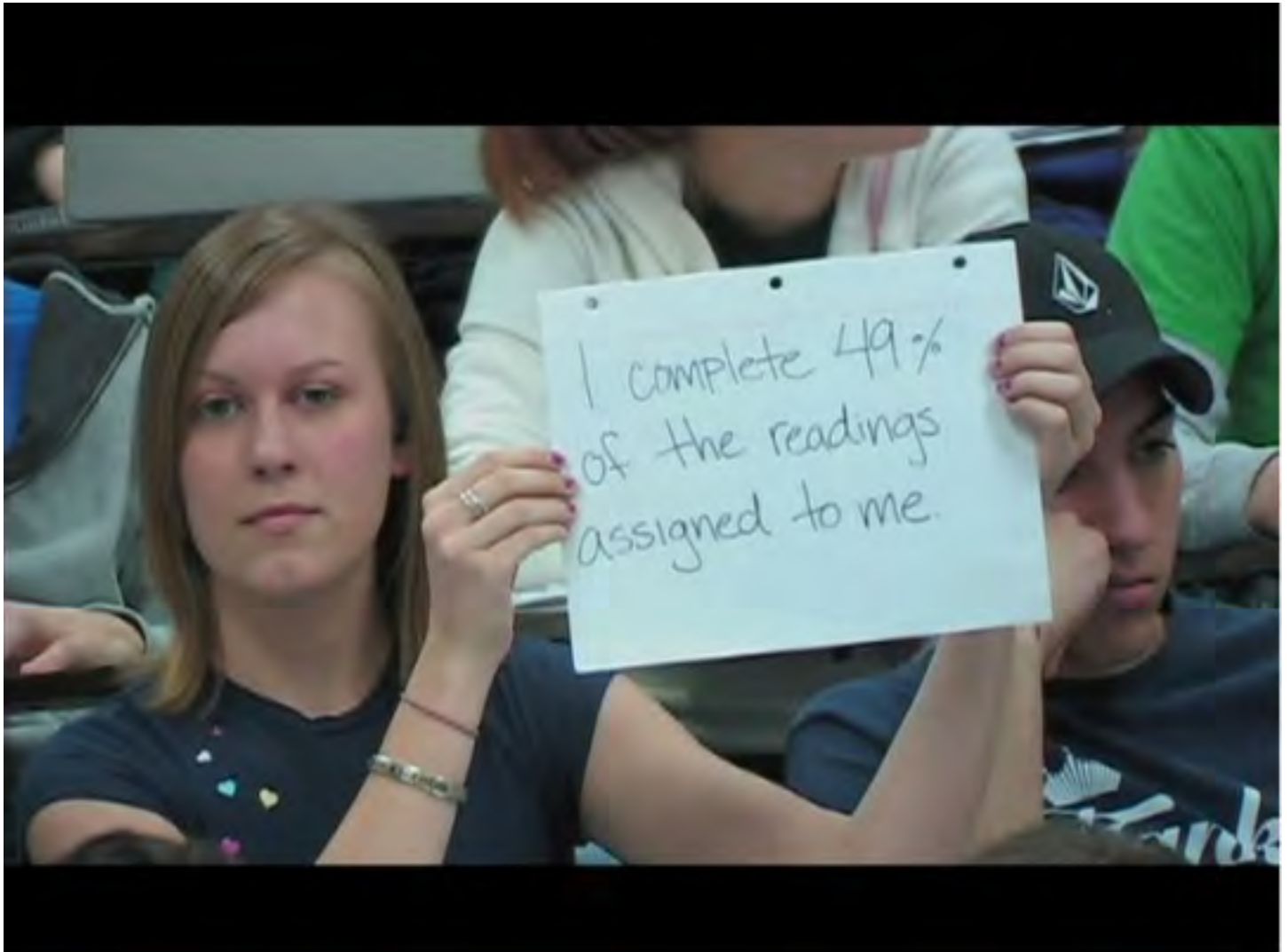
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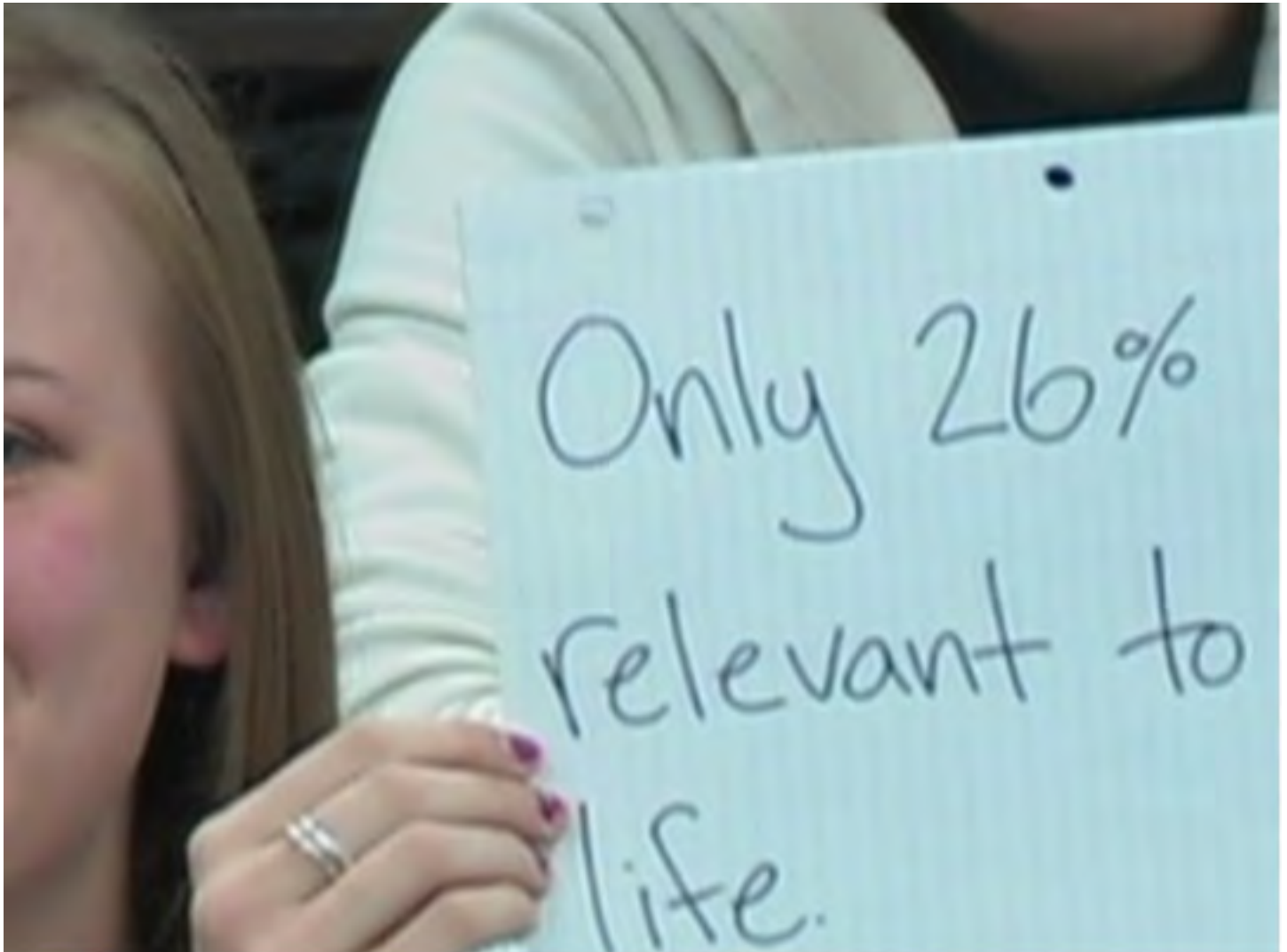
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Slide40



Slide41



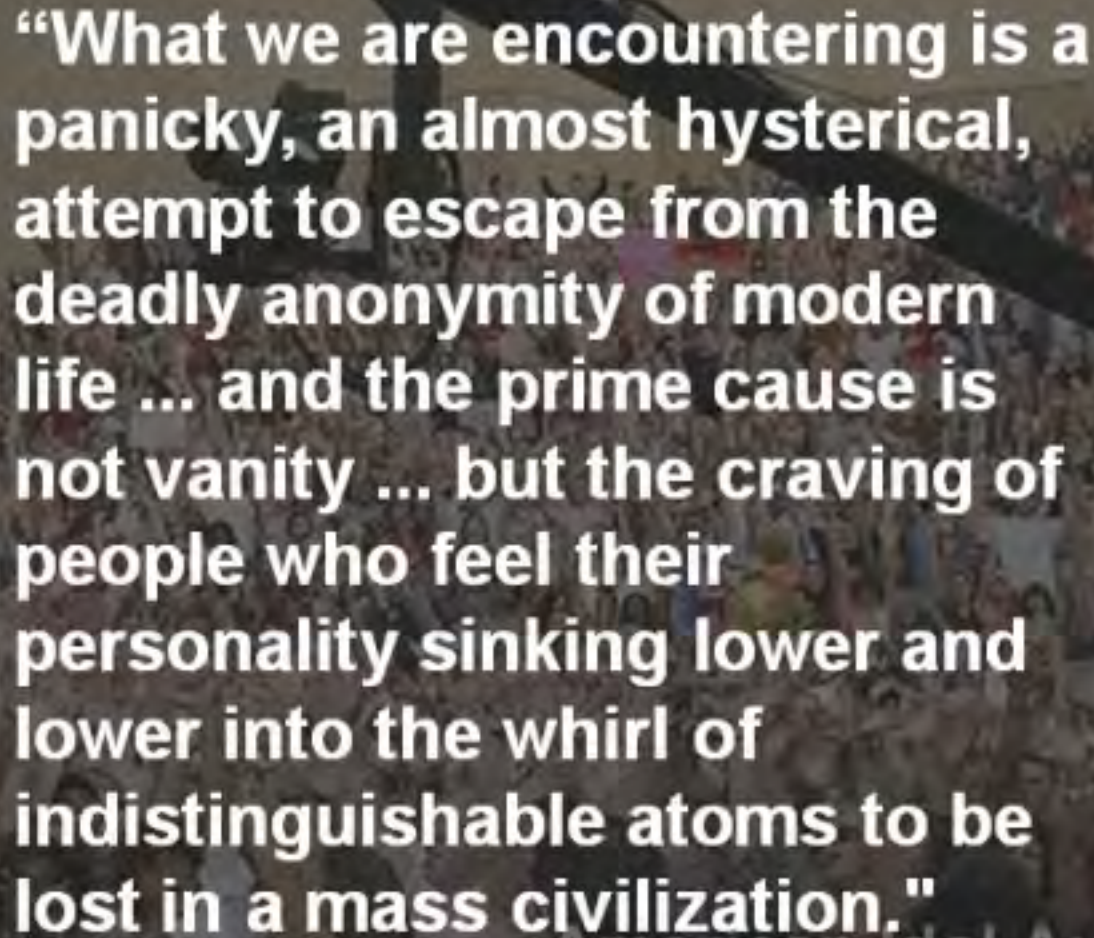
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Slide43



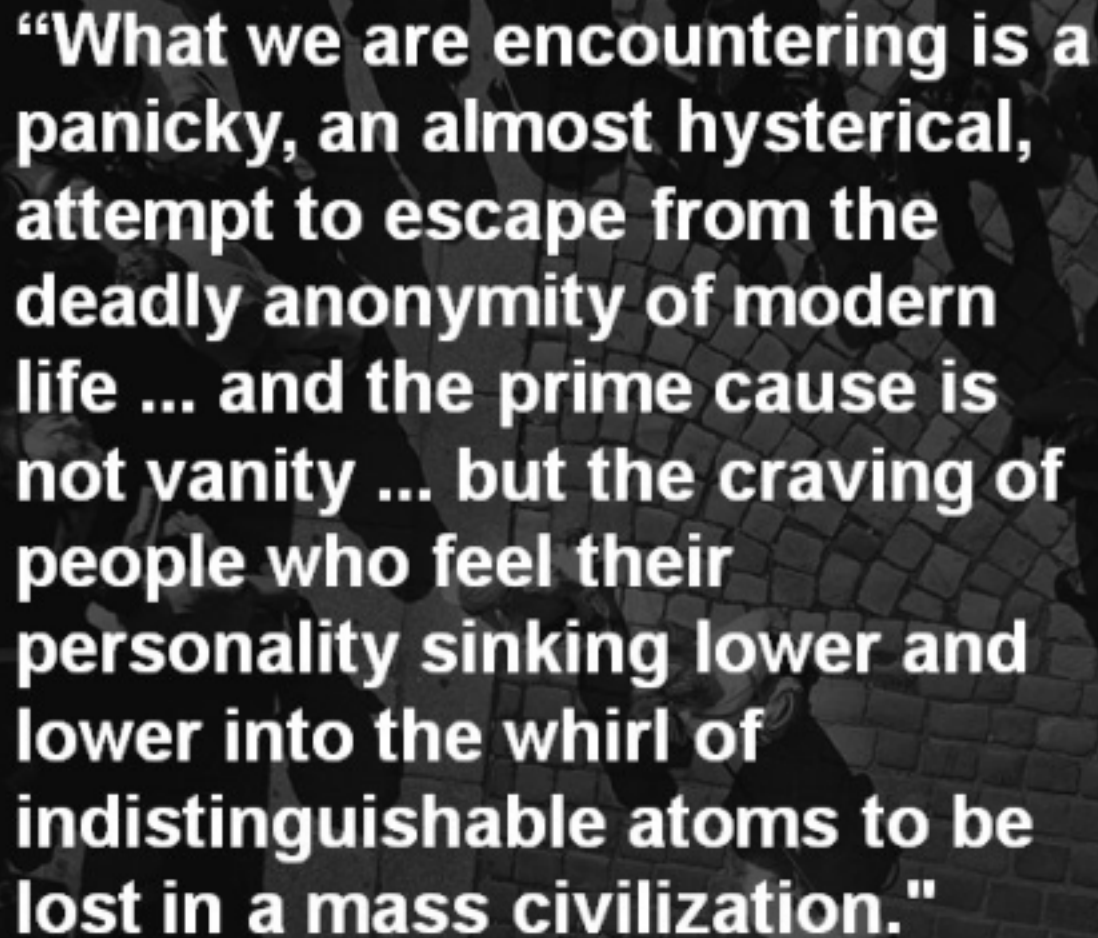
Slide44



“What we are encountering is a panicky, an almost hysterical, attempt to escape from the deadly anonymity of modern life ... and the prime cause is not vanity ... but the craving of people who feel their personality sinking lower and lower into the whirl of indistinguishable atoms to be lost in a mass civilization.”

American Idol Auditions

Slide45



“What we are encountering is a panicky, an almost hysterical, attempt to escape from the deadly anonymity of modern life ... and the prime cause is not vanity ... but the craving of people who feel their personality sinking lower and lower into the whirl of indistinguishable atoms to be lost in a mass civilization.”

1926

Slide46



Assembly line



Slide48



Slide49



Slide50



Slide51



Slide52



Slide53



Slide54



Slide55



Slide56

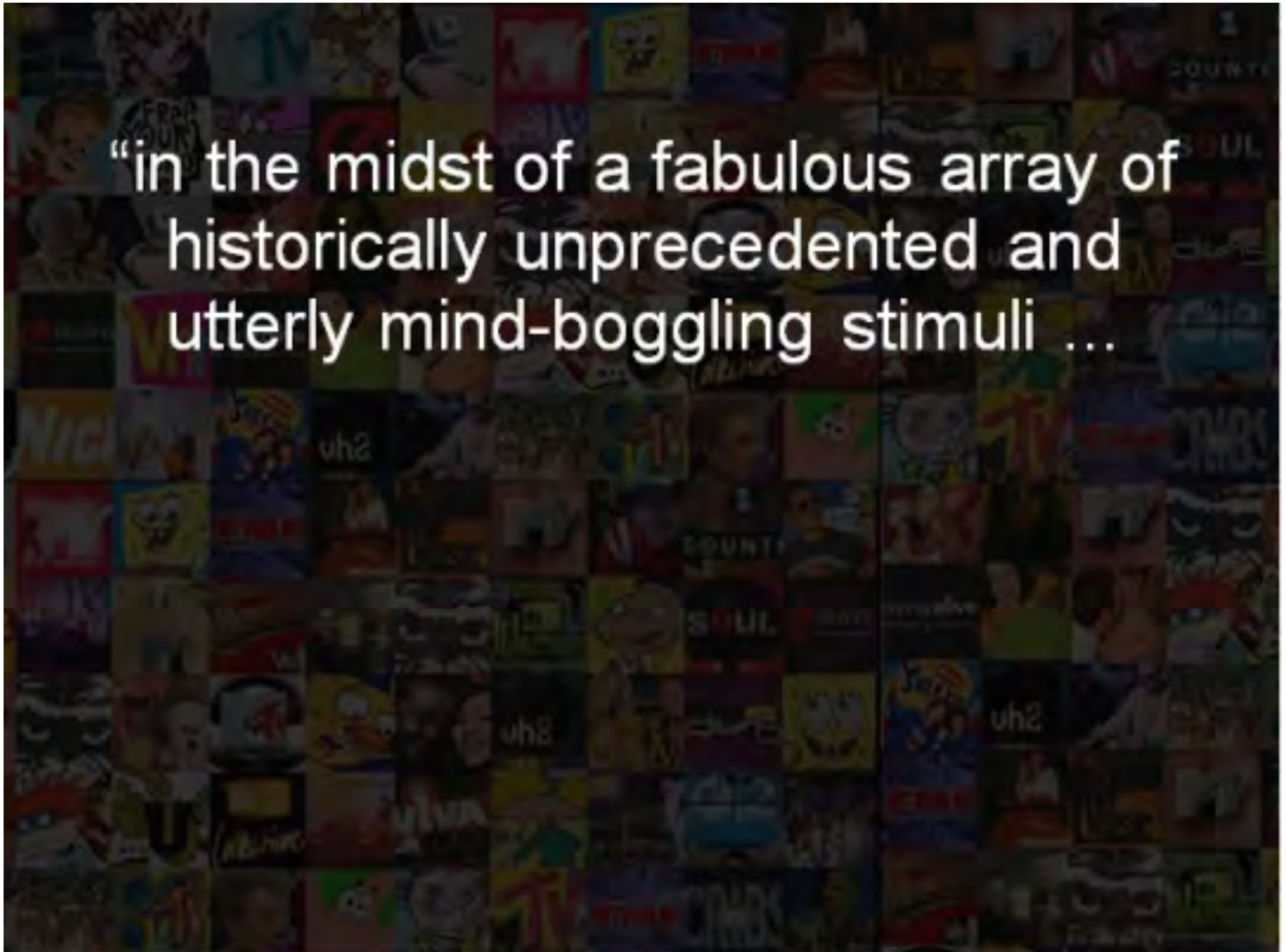


The MTV Generation

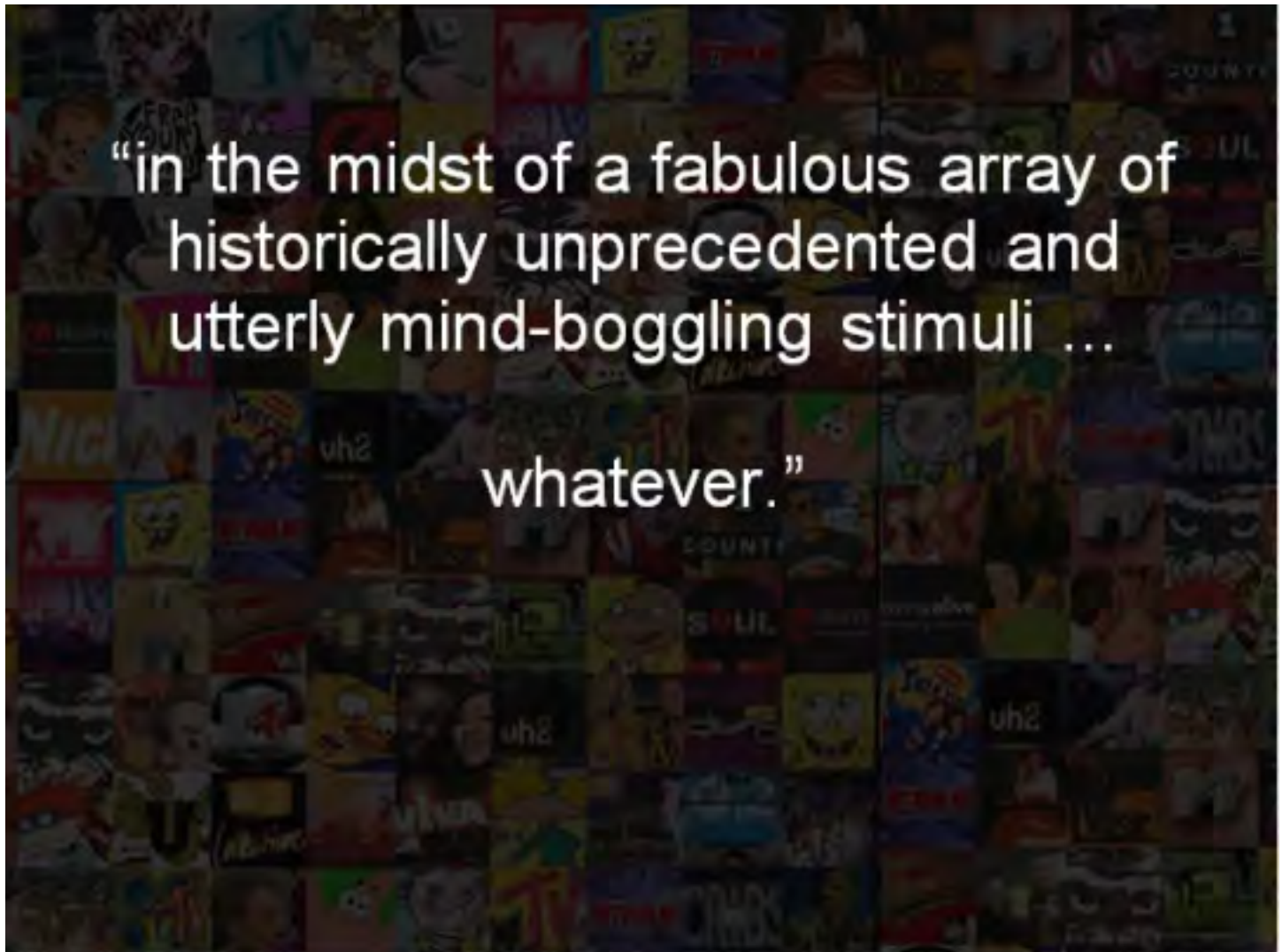
The MTV Generation

- Short attention spans
- Materialistic
- Narcissistic
- Not easily impressed

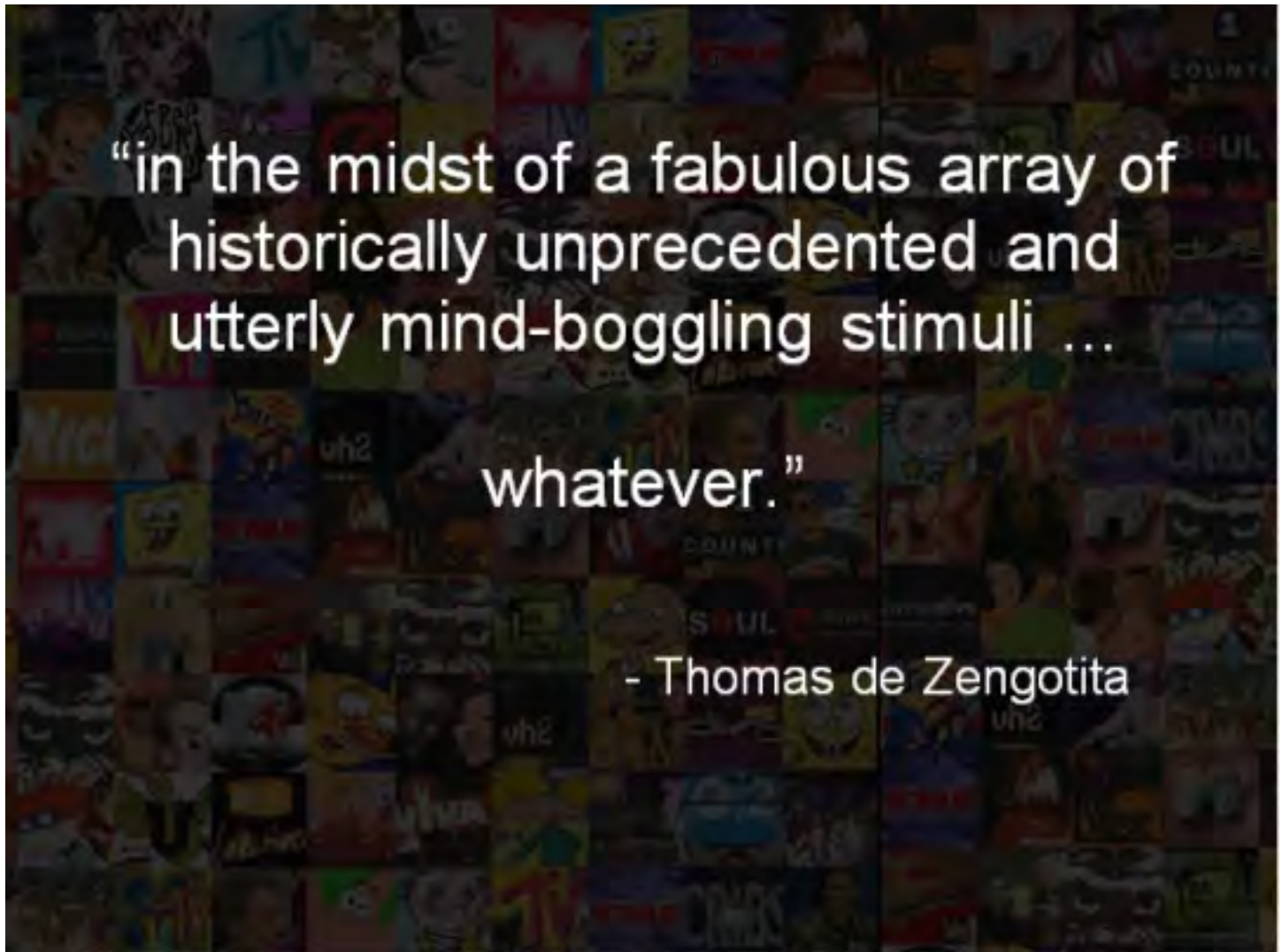
??in the midst of a fabulous array of historically unprecedented and utterly mind-boggling stimuli ...



??in the midst of a fabulous array of historically unprecedented and utterly mind-boggling stimuli ...
whatever.??



??in the midst of a fabulous array of historically unprecedented and utterly mind-boggling stimuli ...
whatever.??

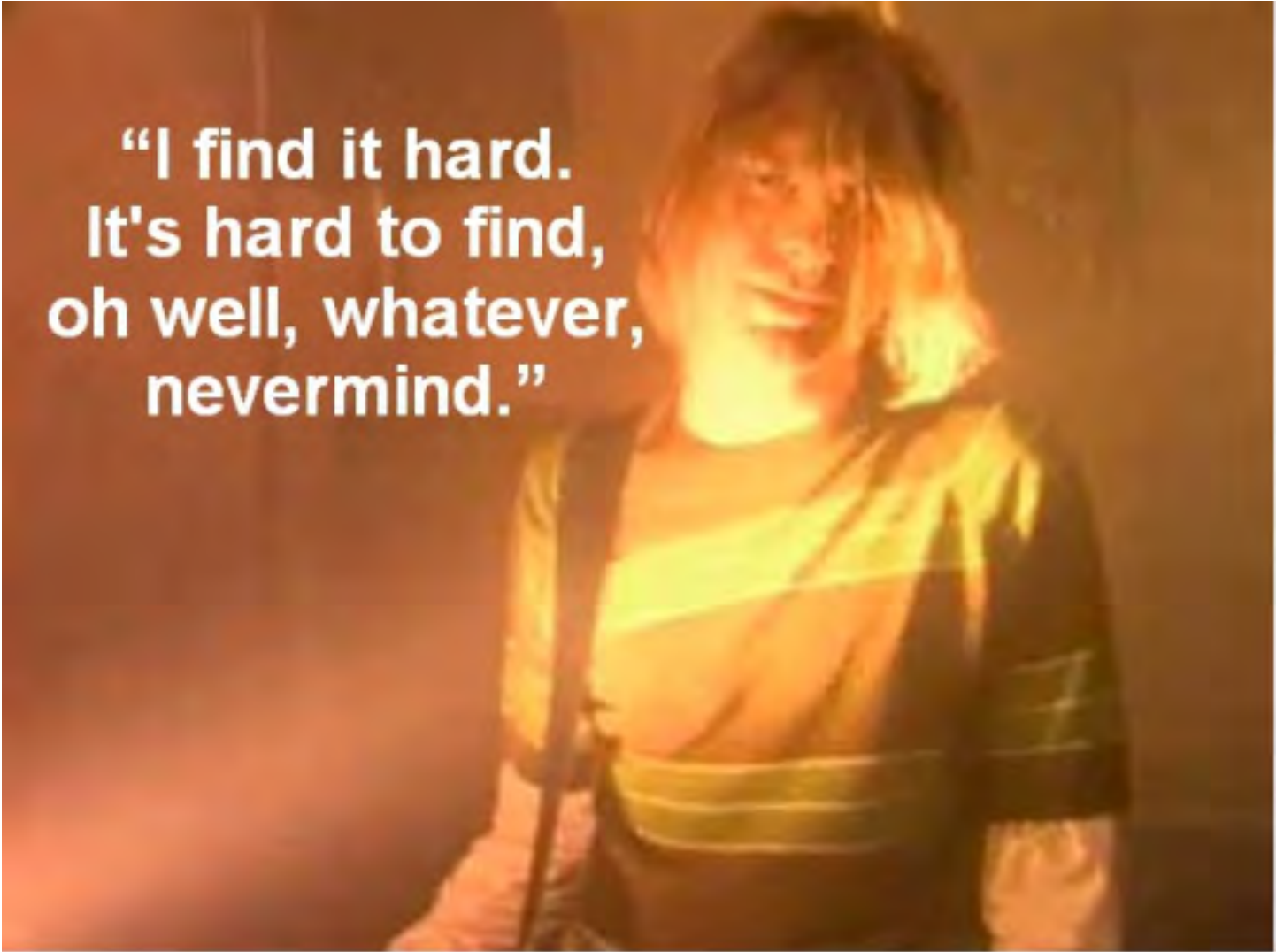


A brief history of ??Whatever??

A brief history of "Whatever"

- pre-1960s: "Whatever. That's what I meant."
- Late 60s: "I don't care. Whatever."
- 1990s: MTV Generation – the indifferent "Meh."

??I find it hard. It's hard to find, oh well, whatever, nevermind.??



**“I find it hard.
It's hard to find,
oh well, whatever,
nevermind.”**

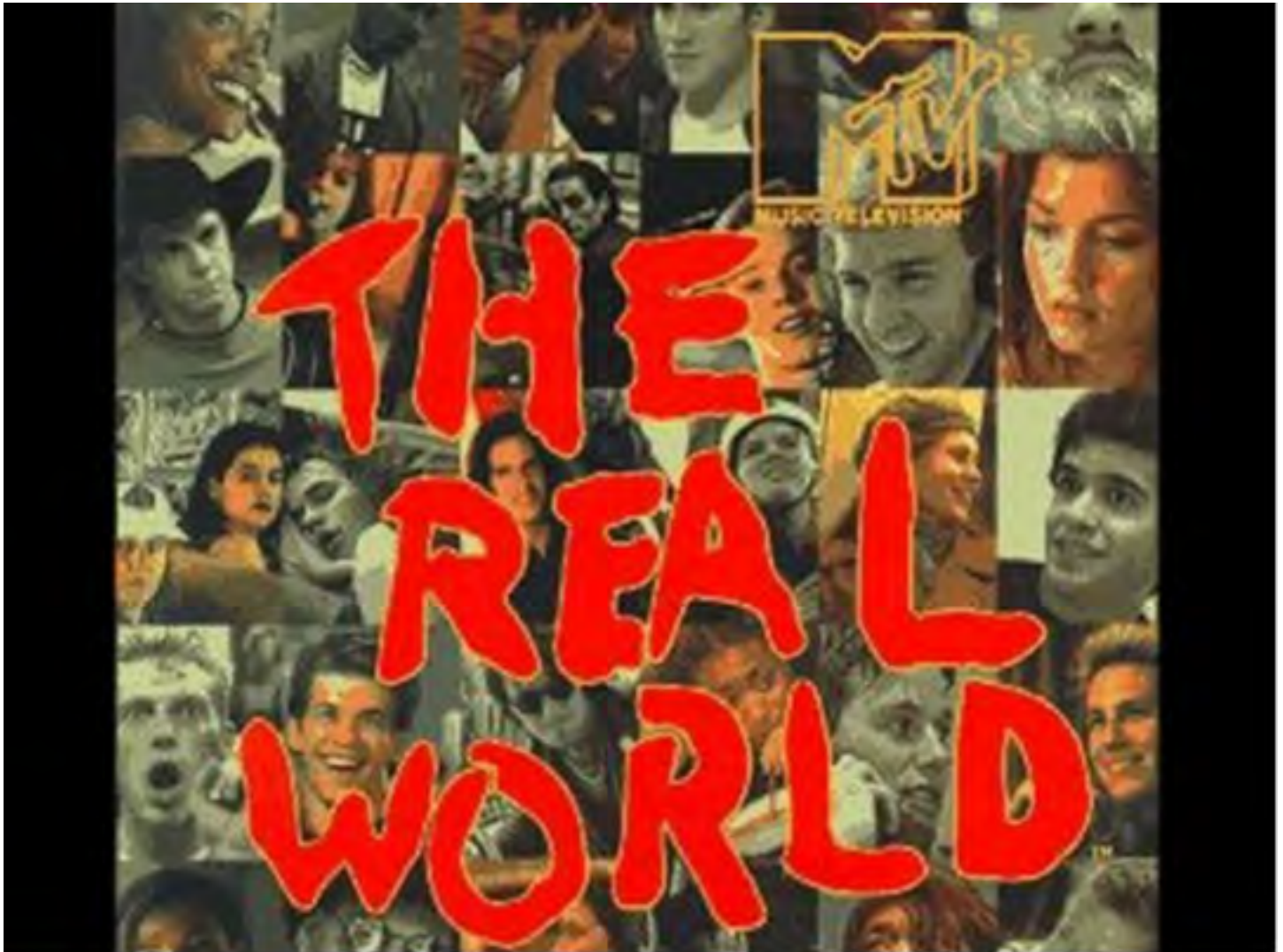
??I feel stupid, and contagious. Here we are now. Entertain us.??



Slide65



Slide66



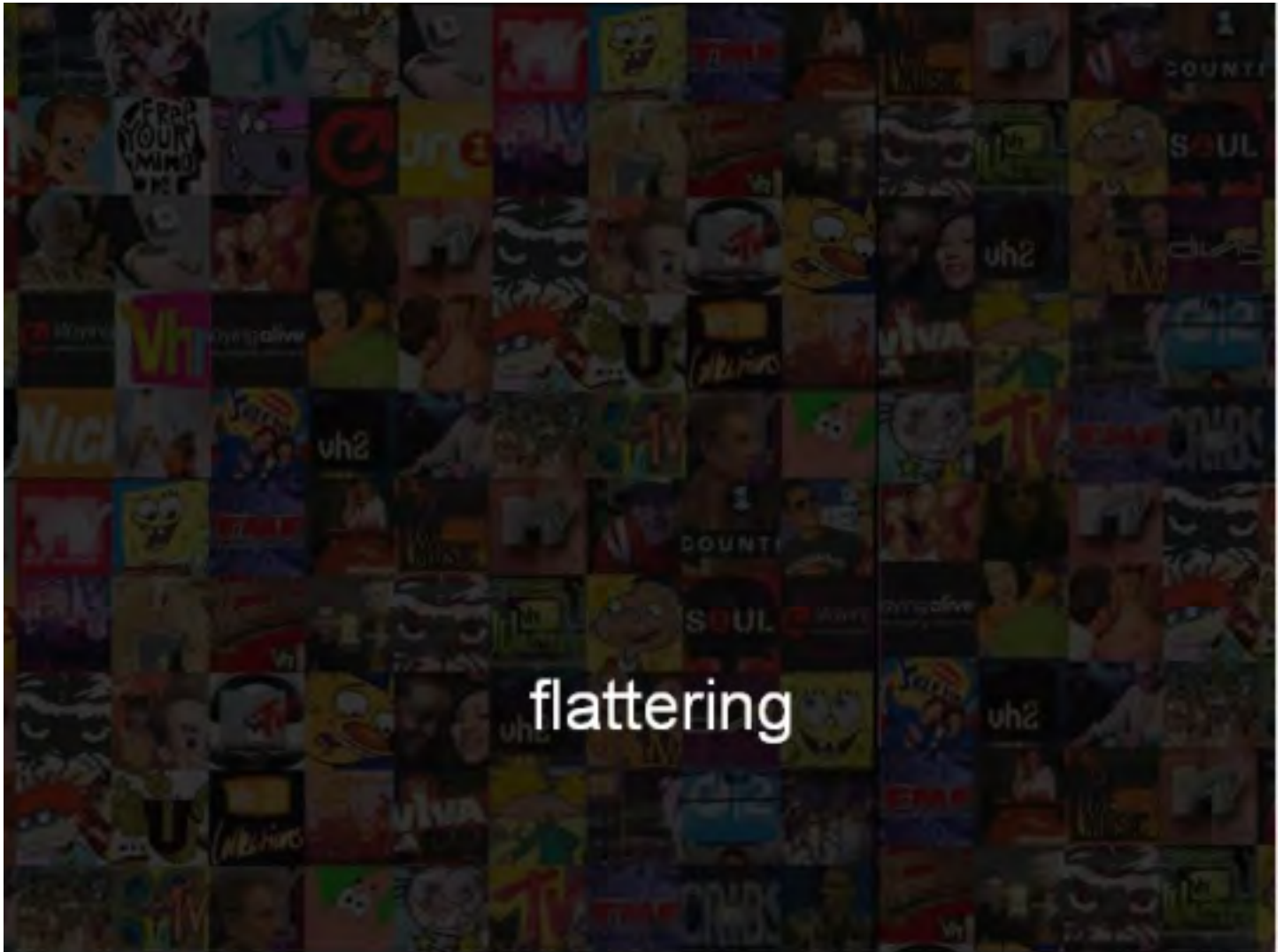
Slide67



Slide68



flattering



Slide70



A brief history of ??Whatever??

A brief history of "Whatever"

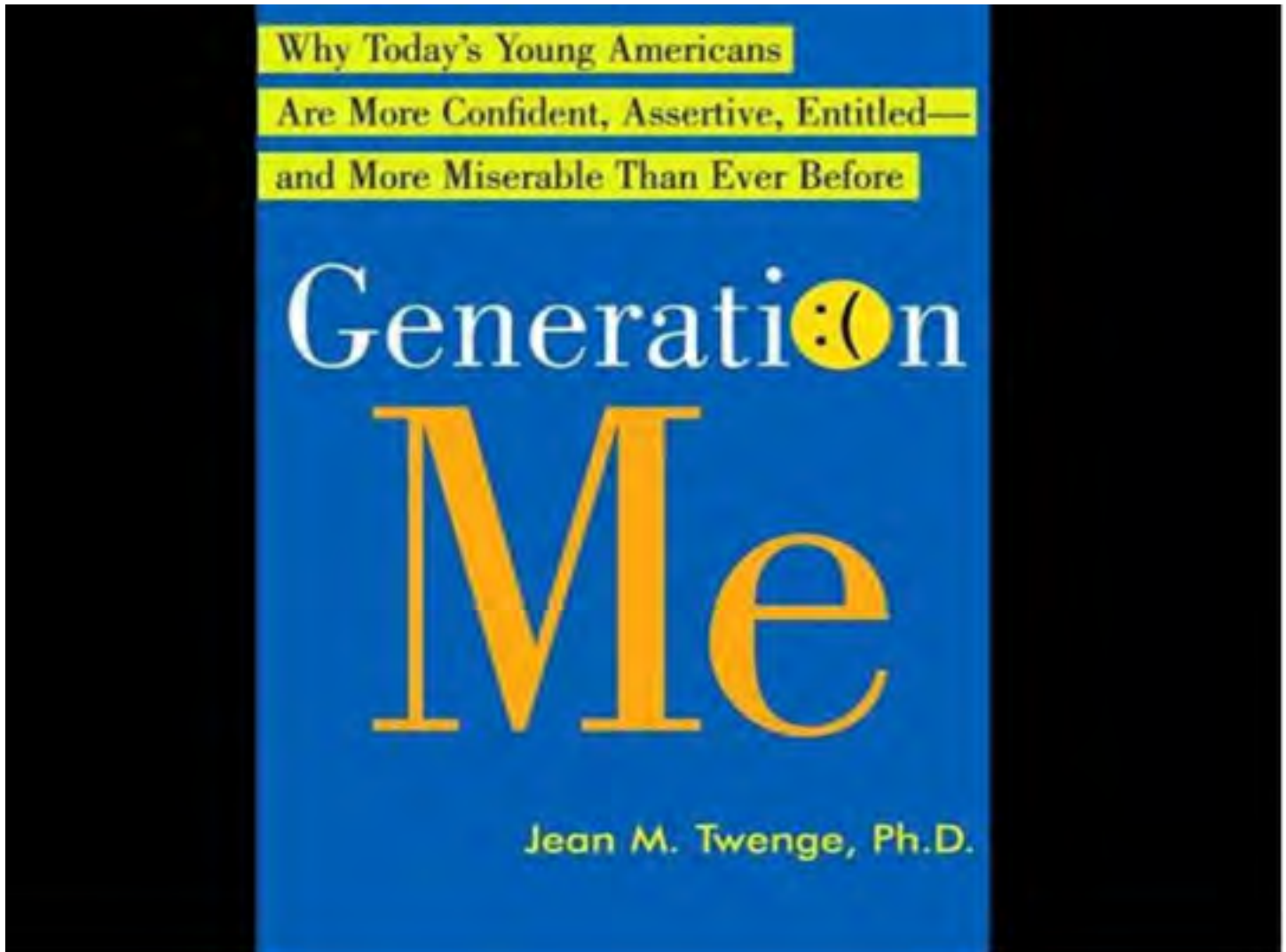
- pre-1960s: "Whatever. That's what I meant."
- Late 60s: "I don't care. Whatever."
- 1990s: MTV Generation – the indifferent "Meh."

A brief history of ??Whatever??

A brief history of "Whatever"

- pre-1960s: "Whatever. That's what I meant."
- Late 60s: "I don't care. Whatever."
- 1990s: MTV Generation – the indifferent "Meh."
- Late 90s - present: "Whatever. I'll do what I want."

Slide73



Slide74



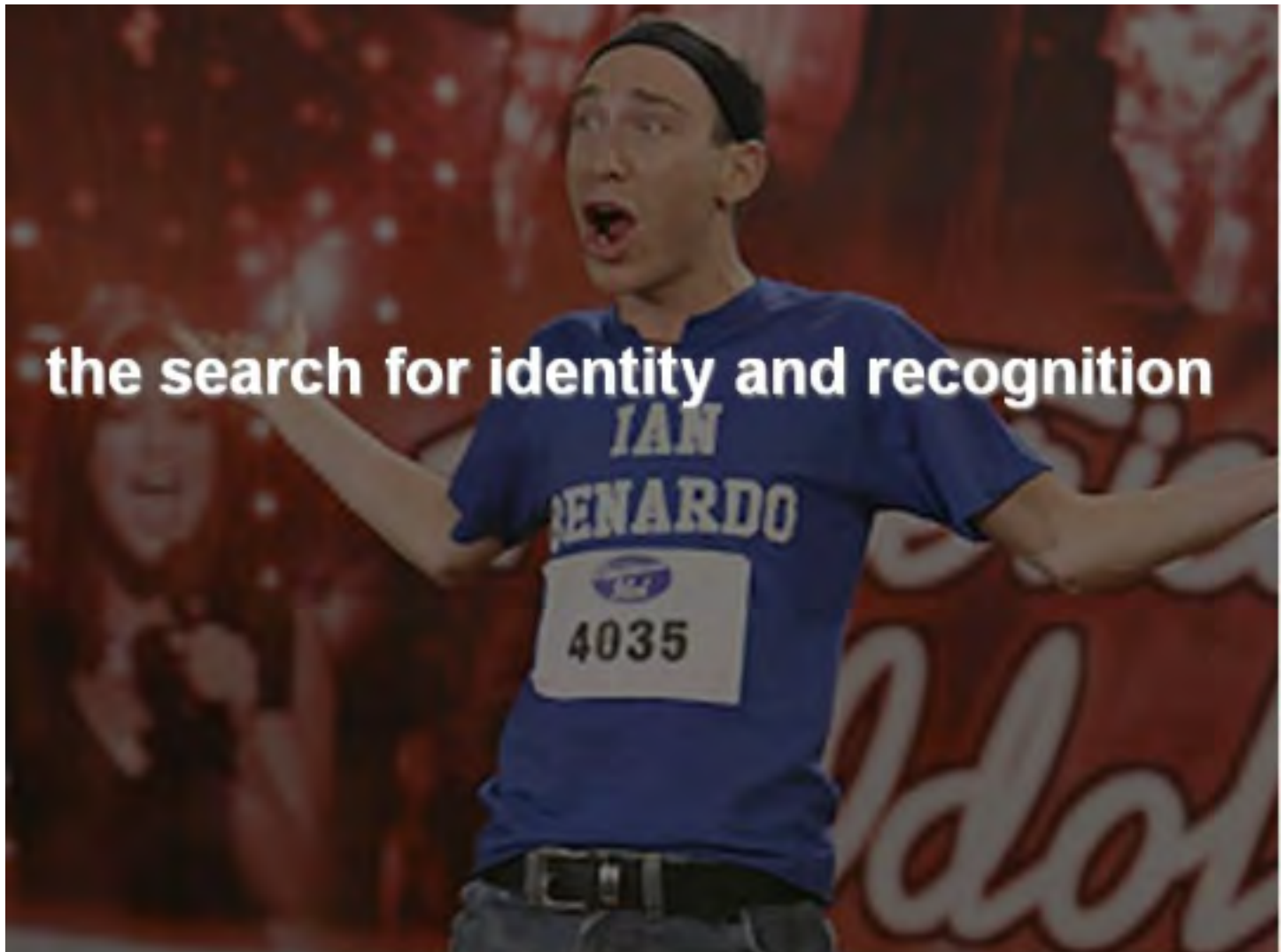
Slide75



Slide76

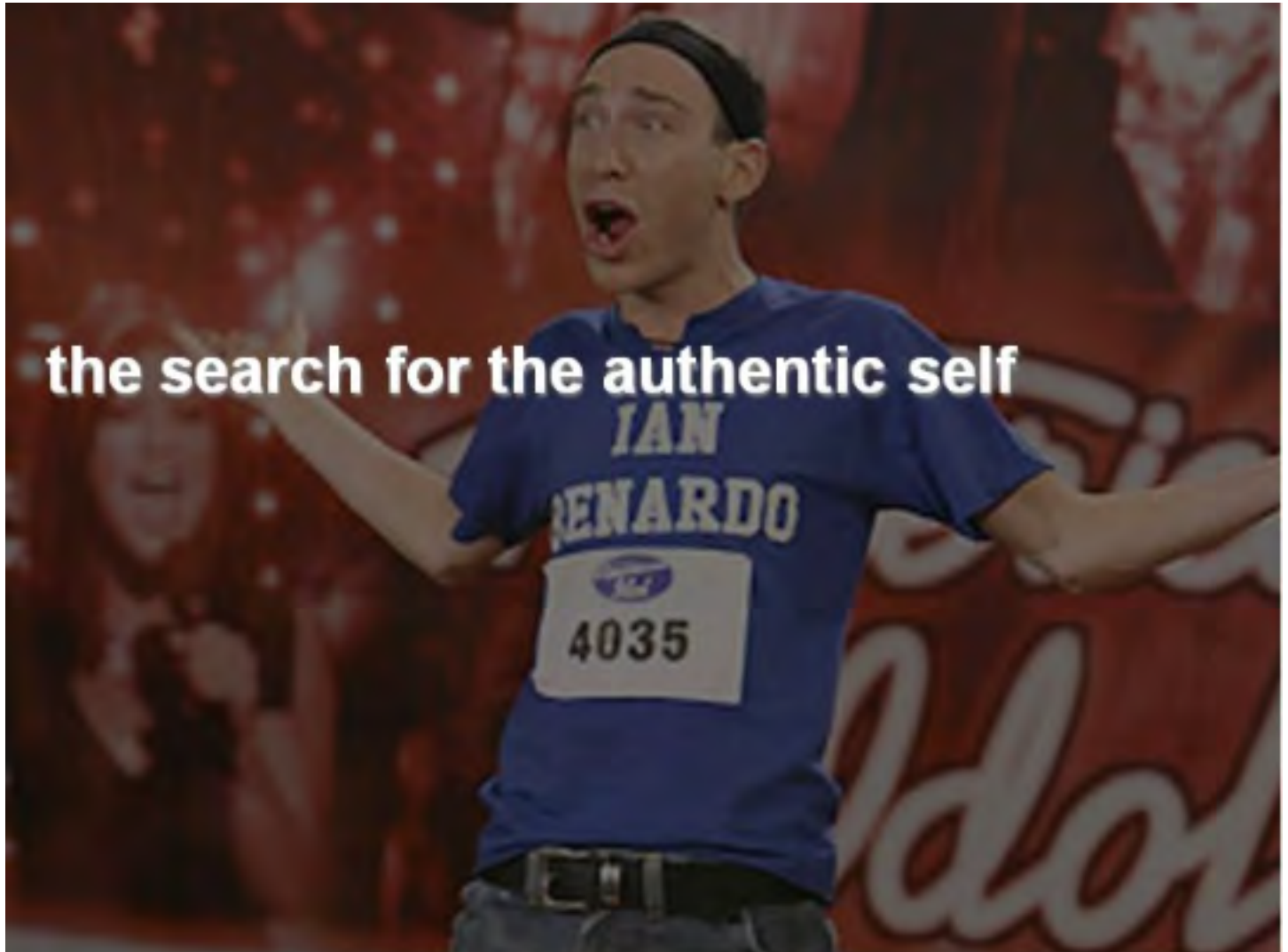


Slide77



the search for identity and recognition

Slide78



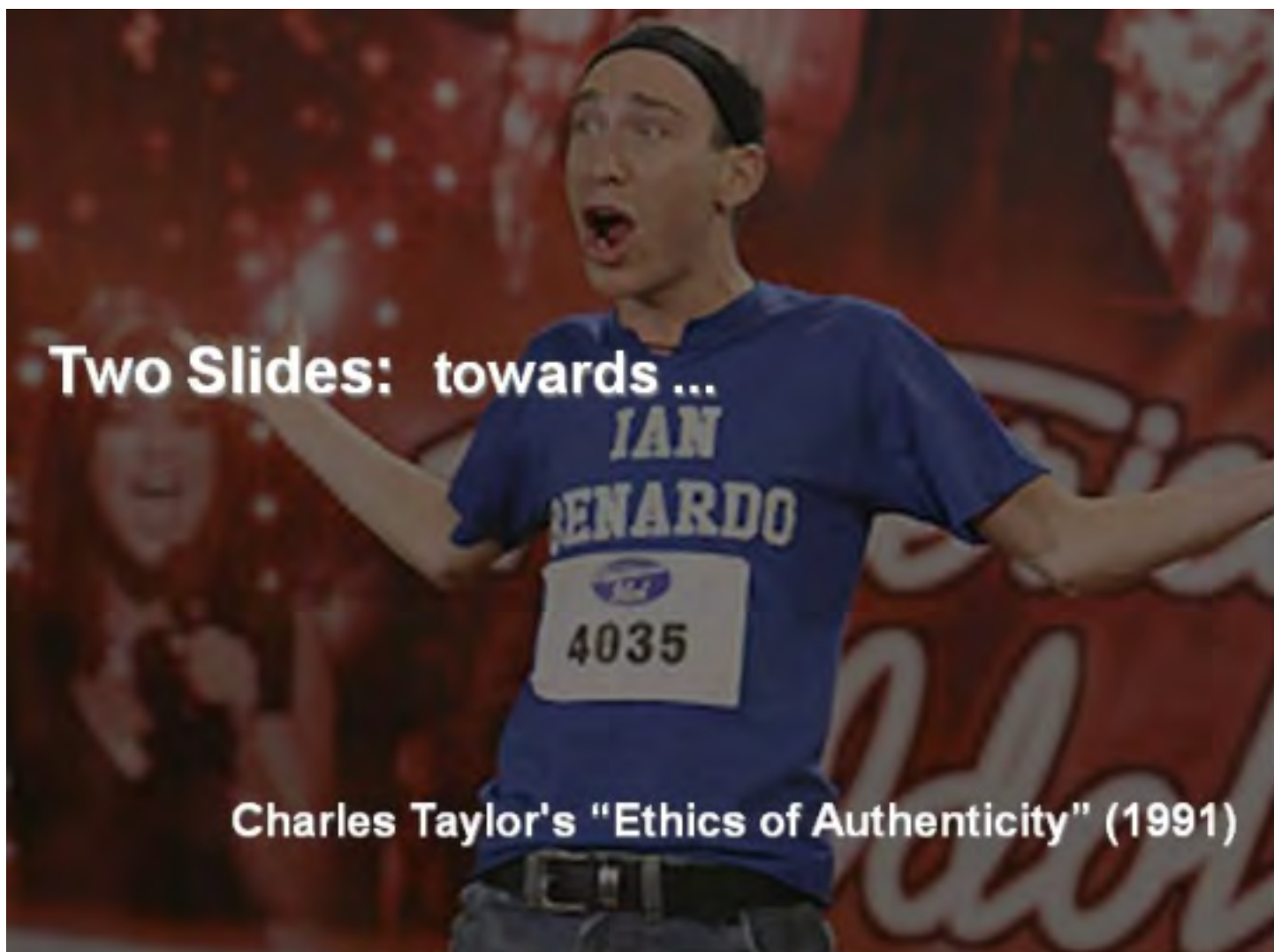
Slide79



Slide80



Slide81



Slide82



Slide83



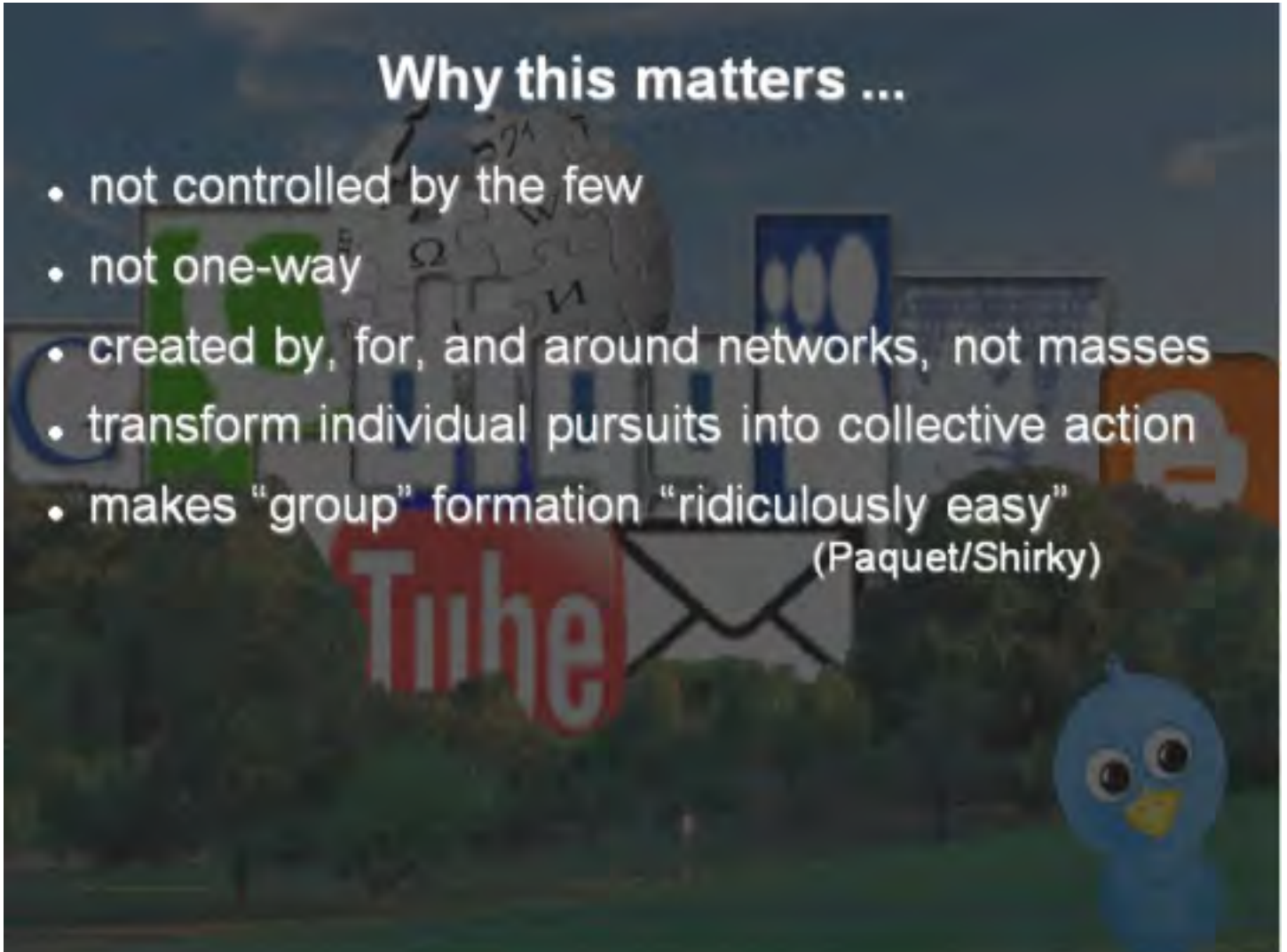
If the conversations of our culture now happen here ...



Why this matters ...

Why this matters ...

- not controlled by the few
 - not one-way
 - created by, for, and around networks, not masses
 - transform individual pursuits into collective action
 - makes "group" formation "ridiculously easy"
- (Paquet/Shirky)



Why this might deeply matter ...

Why this might **deeply** matter ...

- We know ourselves through our relations with others.
- New media create new ways of relating to others.
- New media create new ways of knowing ourselves.



Slide87



Slide88



Slide89



Slide90



Slide91

Broadcasting Ourselves ;)



May 20, 2009 | Posted by Ryan Junee | [Permalink](#)

Zoinks! 20 Hours of Video Uploaded Every Minute!

In mid-2007, six hours of video were uploaded to YouTube every minute. Then it grew to eight hours per minute, then 10, then 13. In January of this year, it became 15 hours of video uploaded every minute, the equivalent of Hollywood releasing over 85,000 new full-length movies into theaters each week.

Now, 20 hours of video are uploaded to YouTube every minute, and it is a testament to the fact that you've made YouTube your online video home. We couldn't have built this site without your commitment to sharing your thoughts, experiences, and creativity with each other. We have news clips and full-length shows and movies, music videos and how-to content, sports highlights and animation, short films, homegrown videos, and, yes, all the dogs on skateboards you can watch. There's an audience for every type of content on YouTube, and we hope that with all this video, you can find whatever it is you're interested in on the site.

We're still developing new ways to upload videos to YouTube. Today we're launching a feature that allows users to conveniently record a video response immediately after watching a video, making the YouTube experience even more social. When the video you're watching ends, an icon encouraging you to respond will appear in the player. Clicking on the icon will activate your webcam and immediately bring you into the conversation.

So thanks, and let's see if we can get to 24 hours -- a full day's worth of video uploaded every minute.

Subscribe

XML Feed RSS



 Add to 

YouTube Video Bar

Add a video bar like this one to your website.




1,728,000 minutes/day



1,728,000 minutes/day

Over 1,000x faster than you can watch




Over **1,000X** faster than you can watch

493,714 videos/day




493,714 videos/day

493,714 videos/day (just on YouTube)



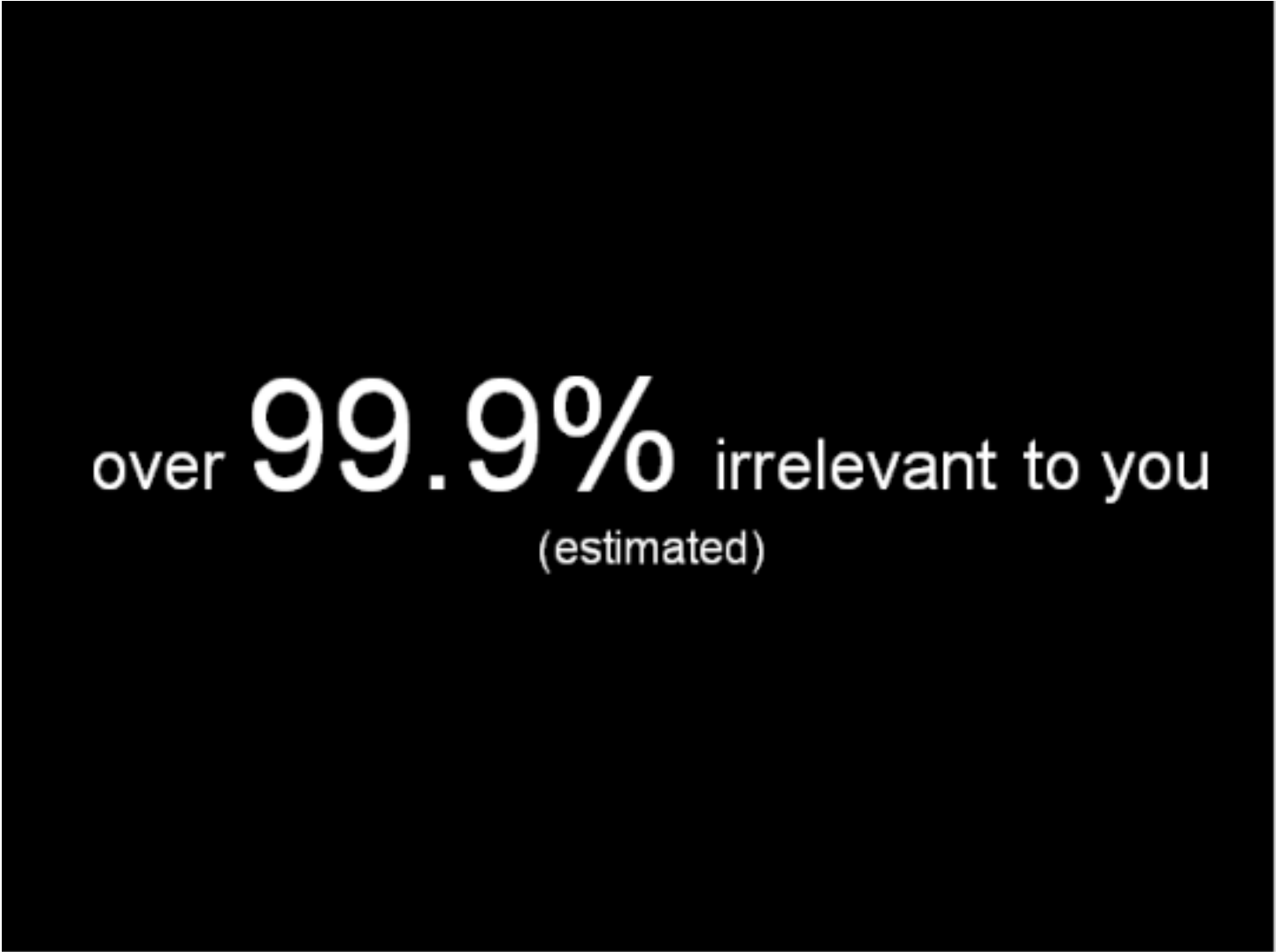
493,714 videos/day
(just on YouTube)

1,000,000+ online videos per day



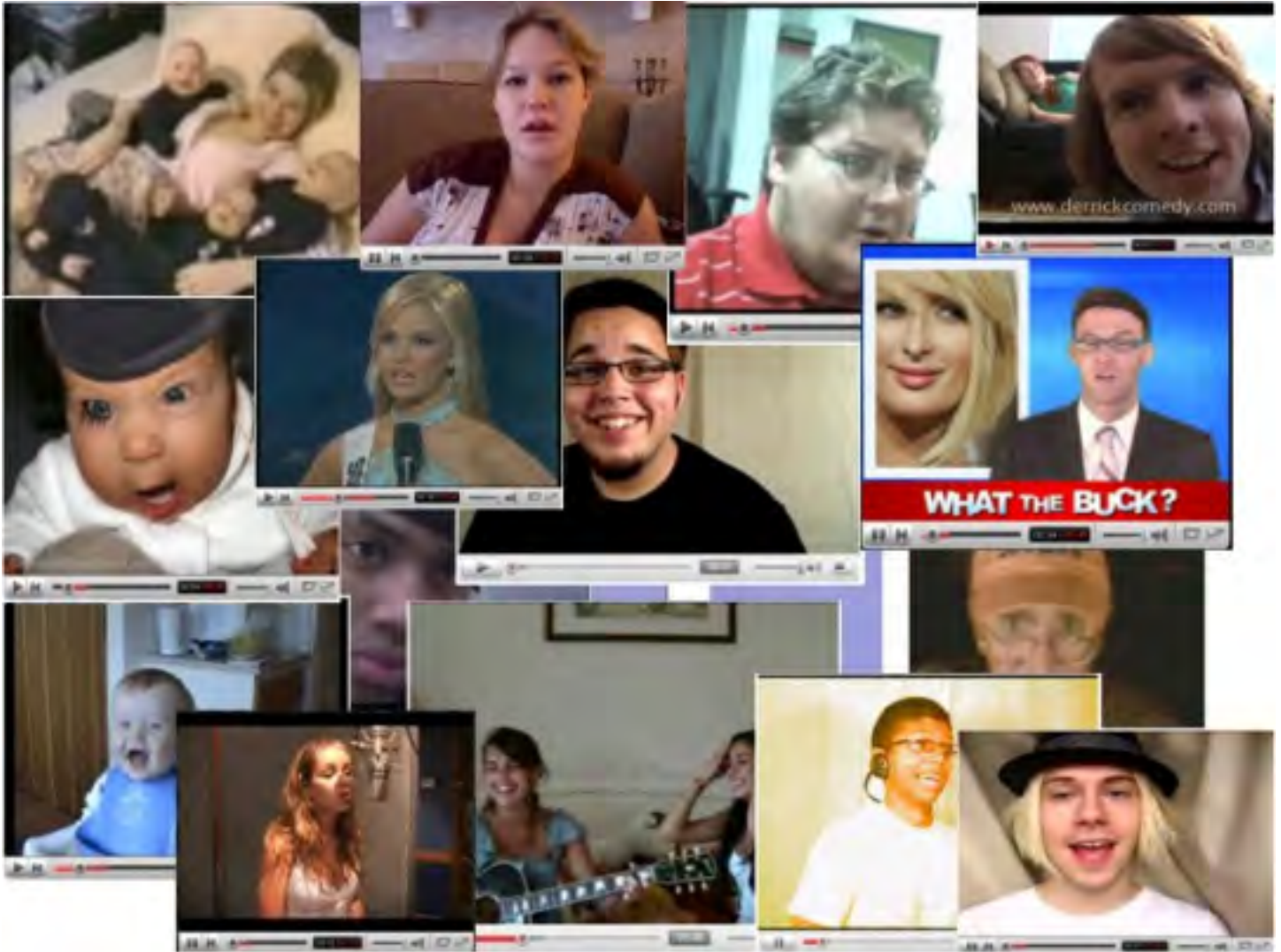
1,000,000+ online videos per day

over 99.9% irrelevant to you (estimated)



over **99.9%** irrelevant to you
(estimated)

Slide 98



Slide99



Slide100



Slide 101

















What's on your mind?

Attach



Slide102

Title:

Font   **b** *i*            

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Shortcuts: press Ctrl with: B = Bold, I = Italic, P = Pu

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Title:

Font

The medium shapes the message.

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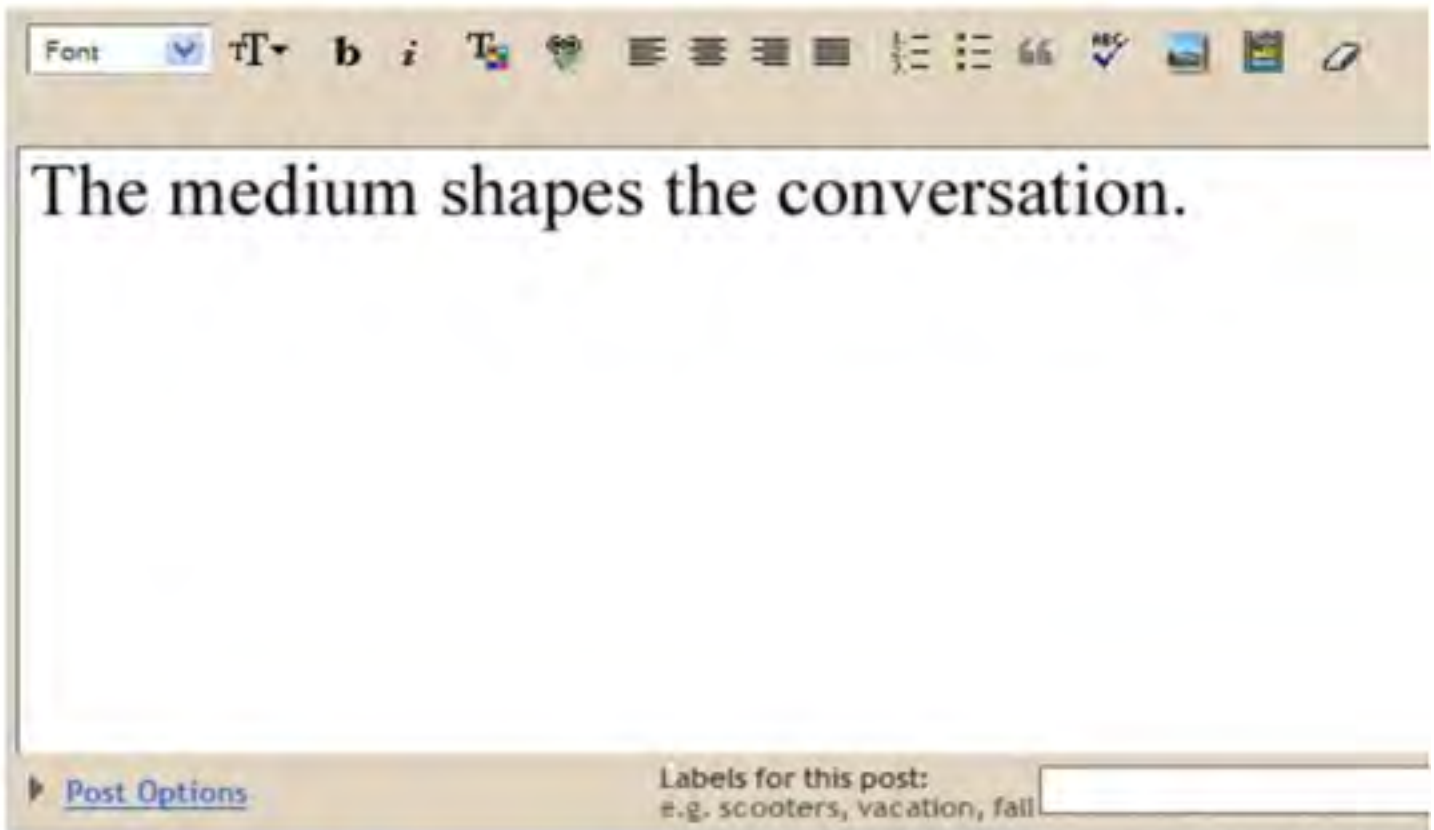
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








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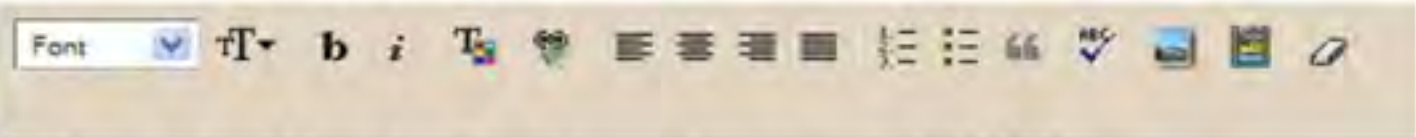
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Title:



The medium shapes the possibilities.

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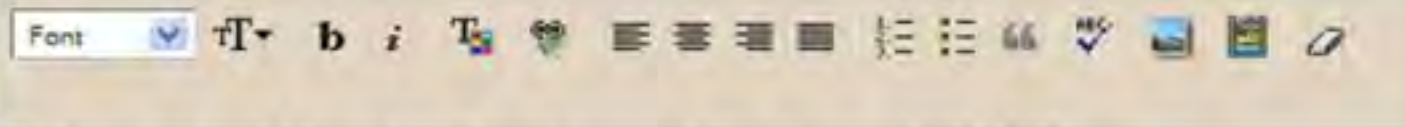
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Title:



The medium shapes the possibilities
for community.

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Title:



The medium shapes the possibilities
for identity construction.

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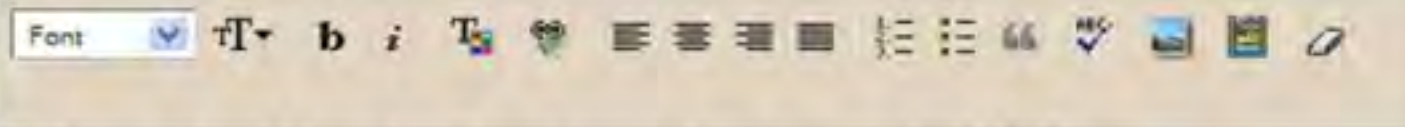
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Title:



The medium shapes the possibilities
for self-awareness.

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Slide109



Slide110



Slide111

prophets of the future of education & technology

edu@2020

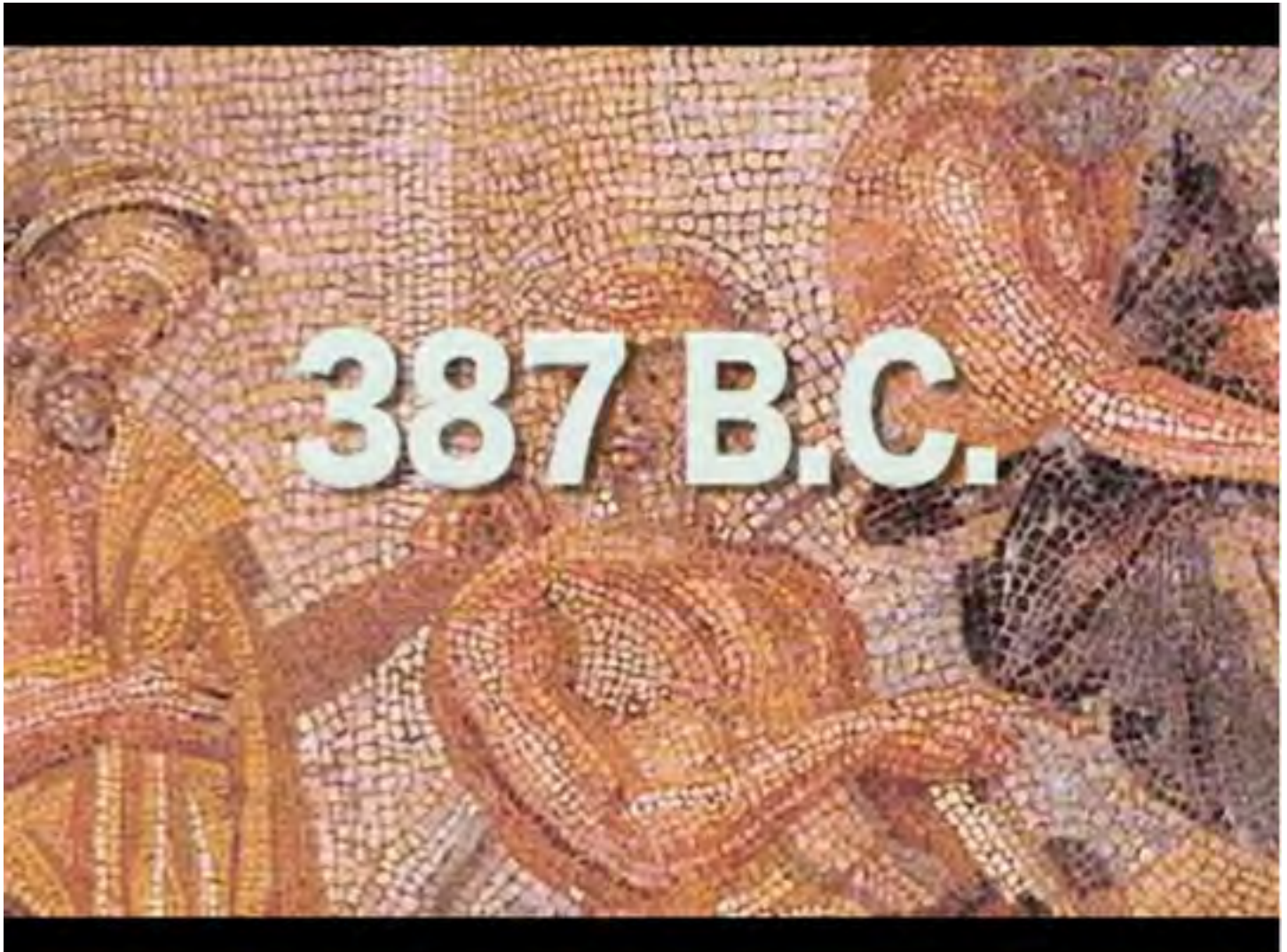
THE HORIZON REPORT
2008 EDITION

2020 VISIONS

FROM Gutenberg to Gates to Google
(and beyond...)
Education For the On-line World
by Ian Jukes

Ethical Implications of Emerging Technologies: A Survey

Slide112



2008



2012



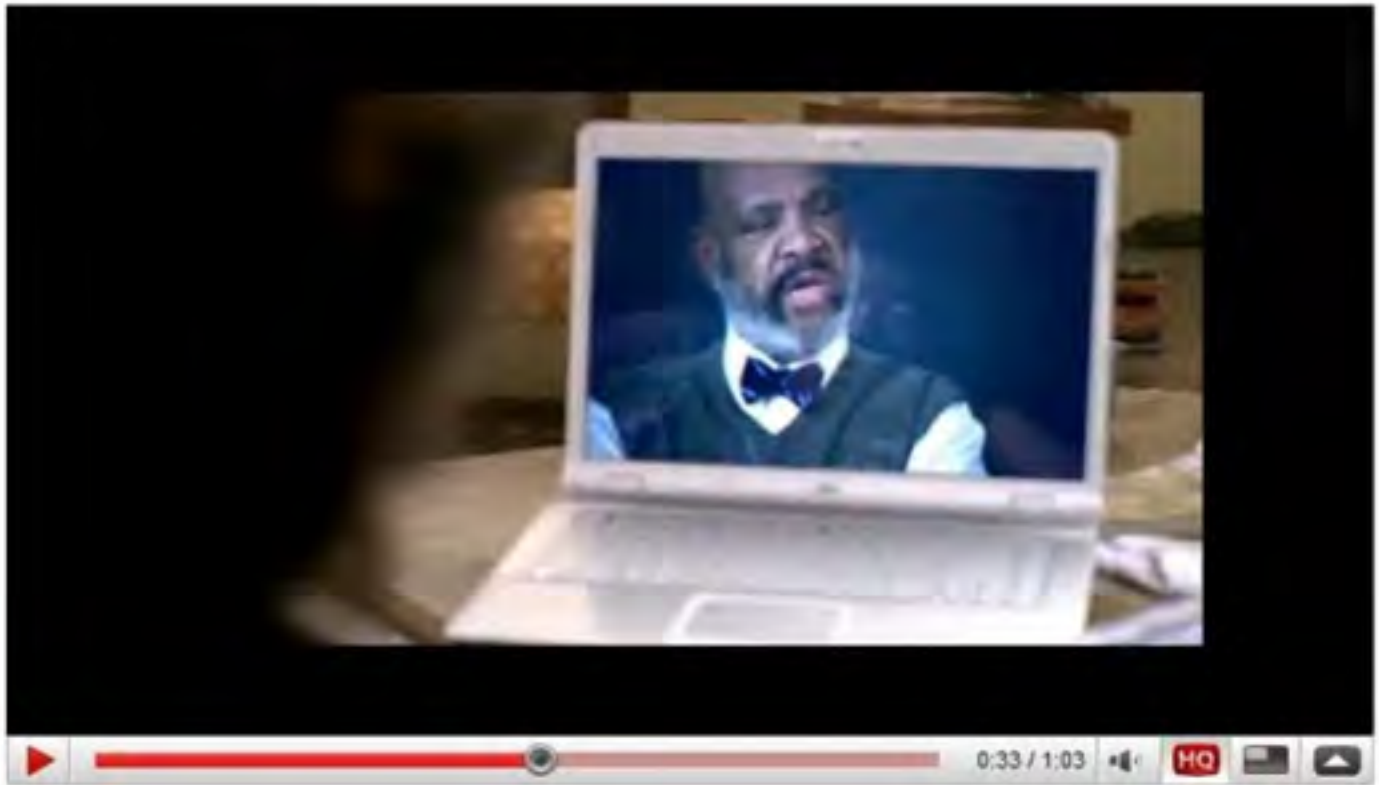
Slide 115



Slide 116



Slide 117



Slide 118



Slide 119



Slide 120



Slide 121



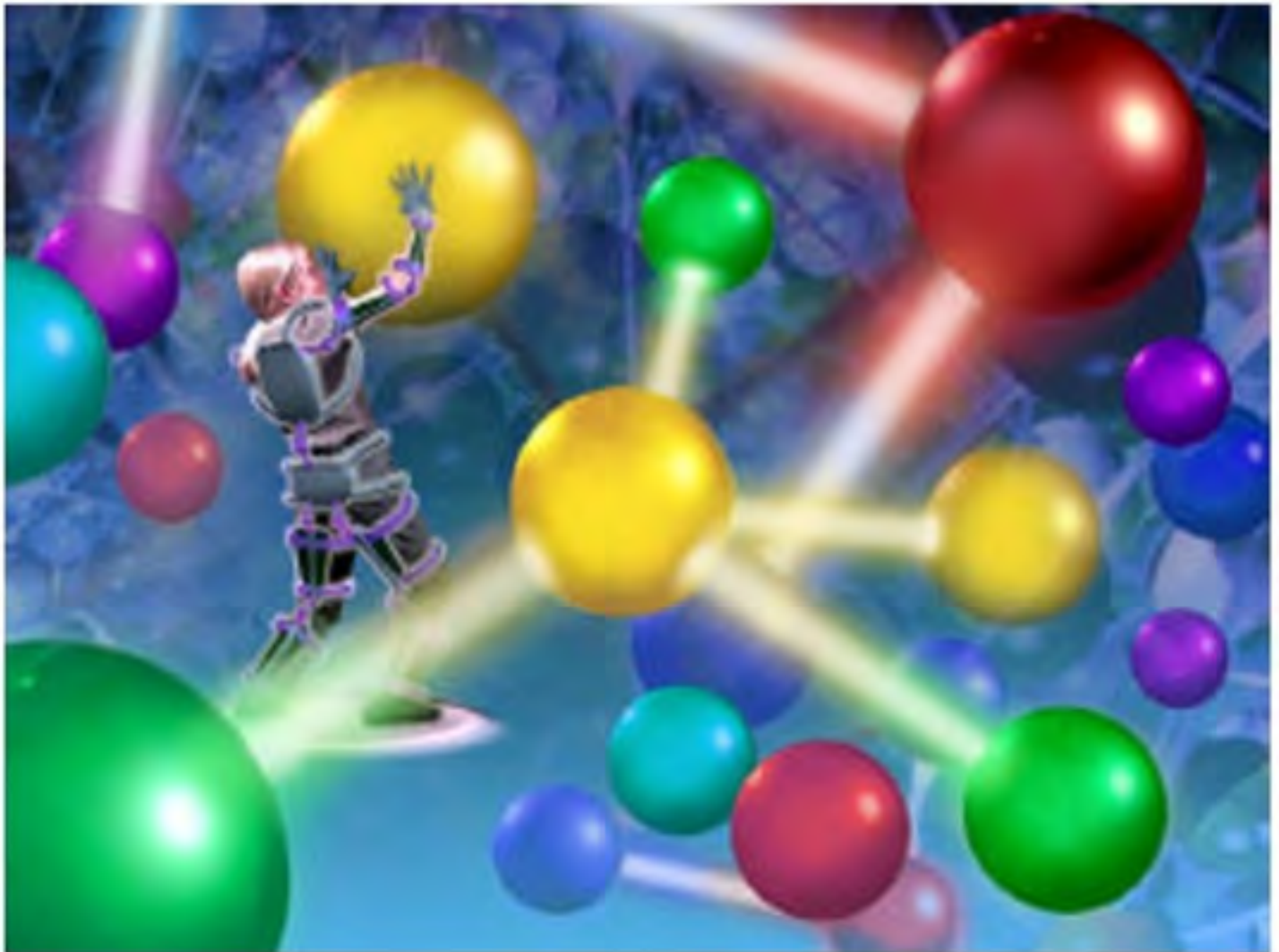
2015



2017



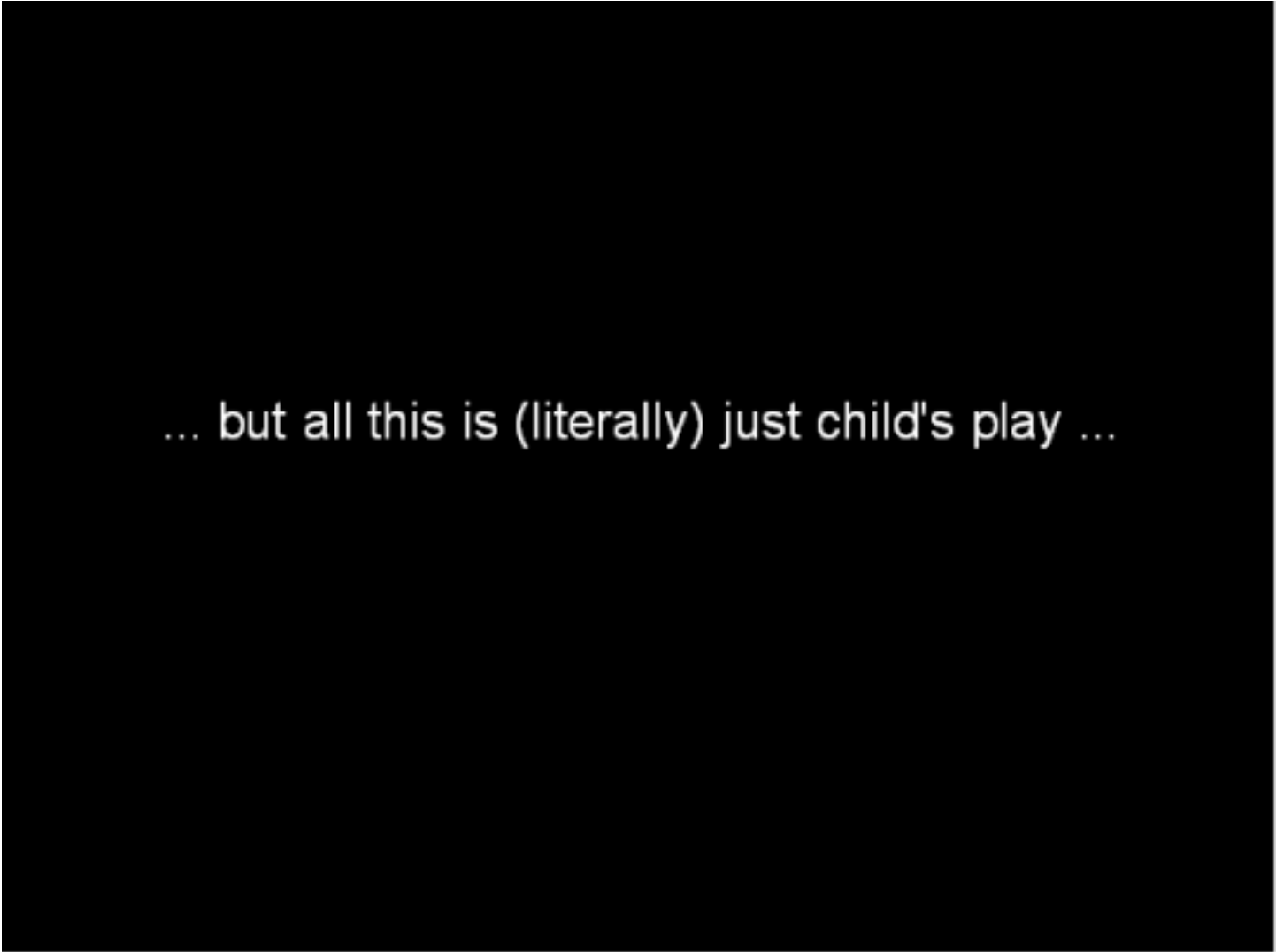
Slide124



Slide125




... but all this is (literally) just child's play ...



... but all this is (literally) just child's play ...

... they all agree on one trend ...



... they all agree on one trend ...

toward ...

toward ...

- Ubiquitous networks
- Ubiquitous computing
- Ubiquitous information
- At unlimited speed
- About everything
- Everywhere
- From anywhere
- On all kinds of devices

Slide129




Slide130



from knowledgeable

Slide131

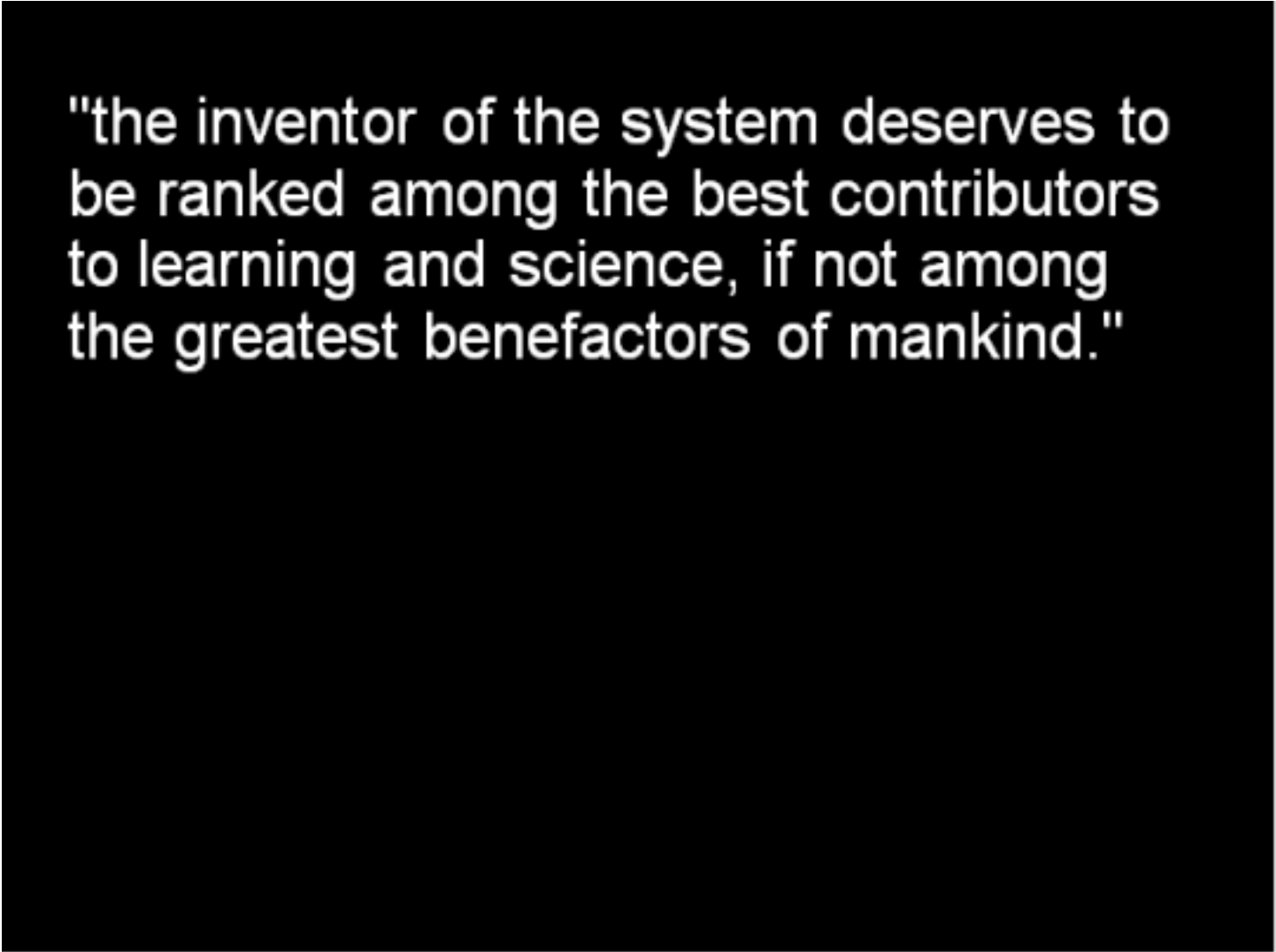


from knowledgeable to knowledge-able

Slide132



"the inventor of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind."



"the inventor of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind."

"the inventor of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind." - Josiah F. Bumstead - 1841

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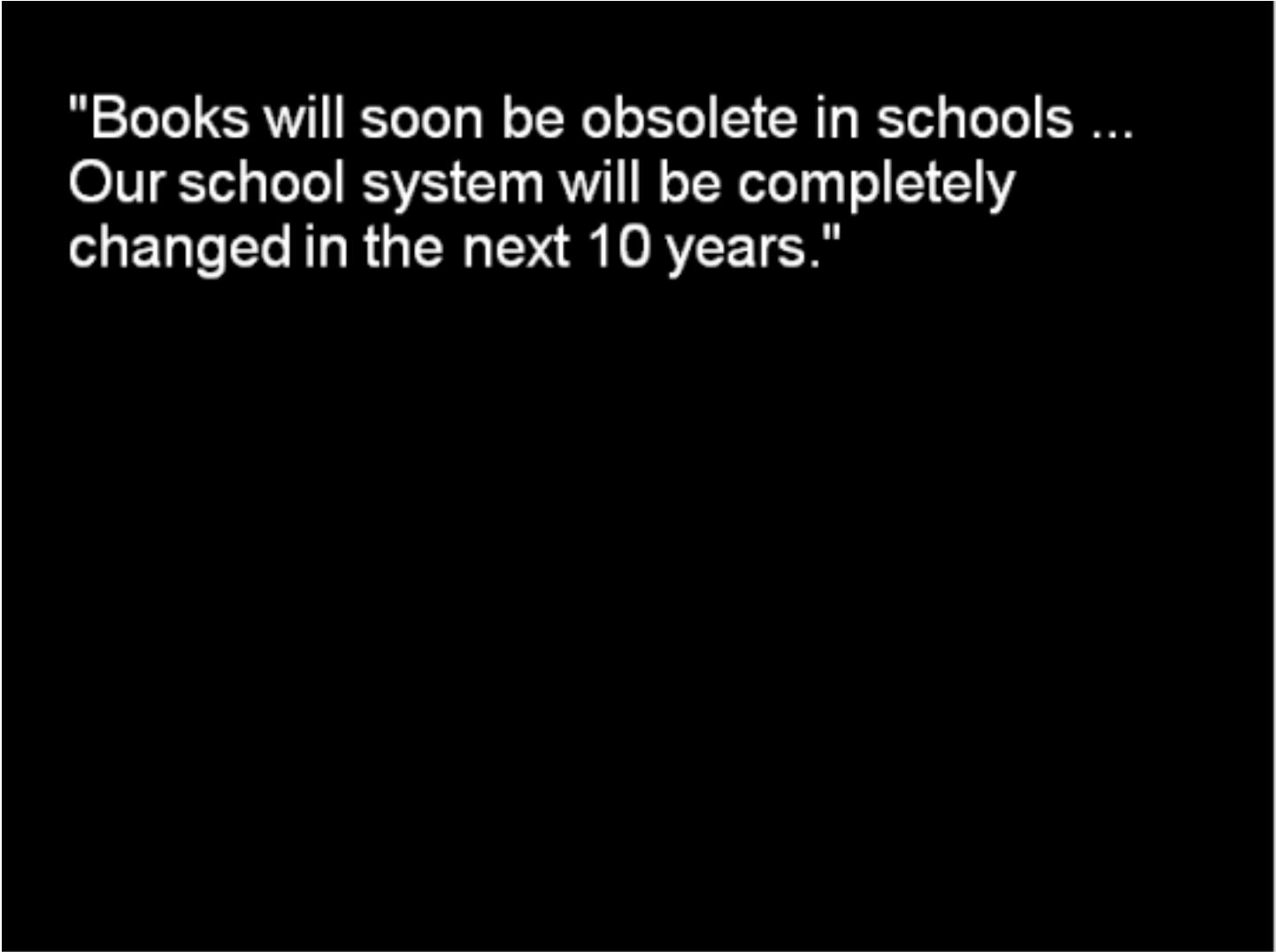
"the inventor of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind." - Josiah F. Bumstead - 1841 ... on the benefits of the chalkboard

"the inventor of the system deserves to be ranked among the best contributors to learning and science, if not among the greatest benefactors of mankind."

- Josiah F. Bumstead - 1841

... on the benefits of the chalkboard

"Books will soon be obsolete in schools ... Our school system will be completely changed in the next 10 years."



**"Books will soon be obsolete in schools ...
Our school system will be completely
changed in the next 10 years."**

"Books will soon be obsolete in schools ... Our school system will be completely changed in the next 10 years." - Thomas Edison - 1913

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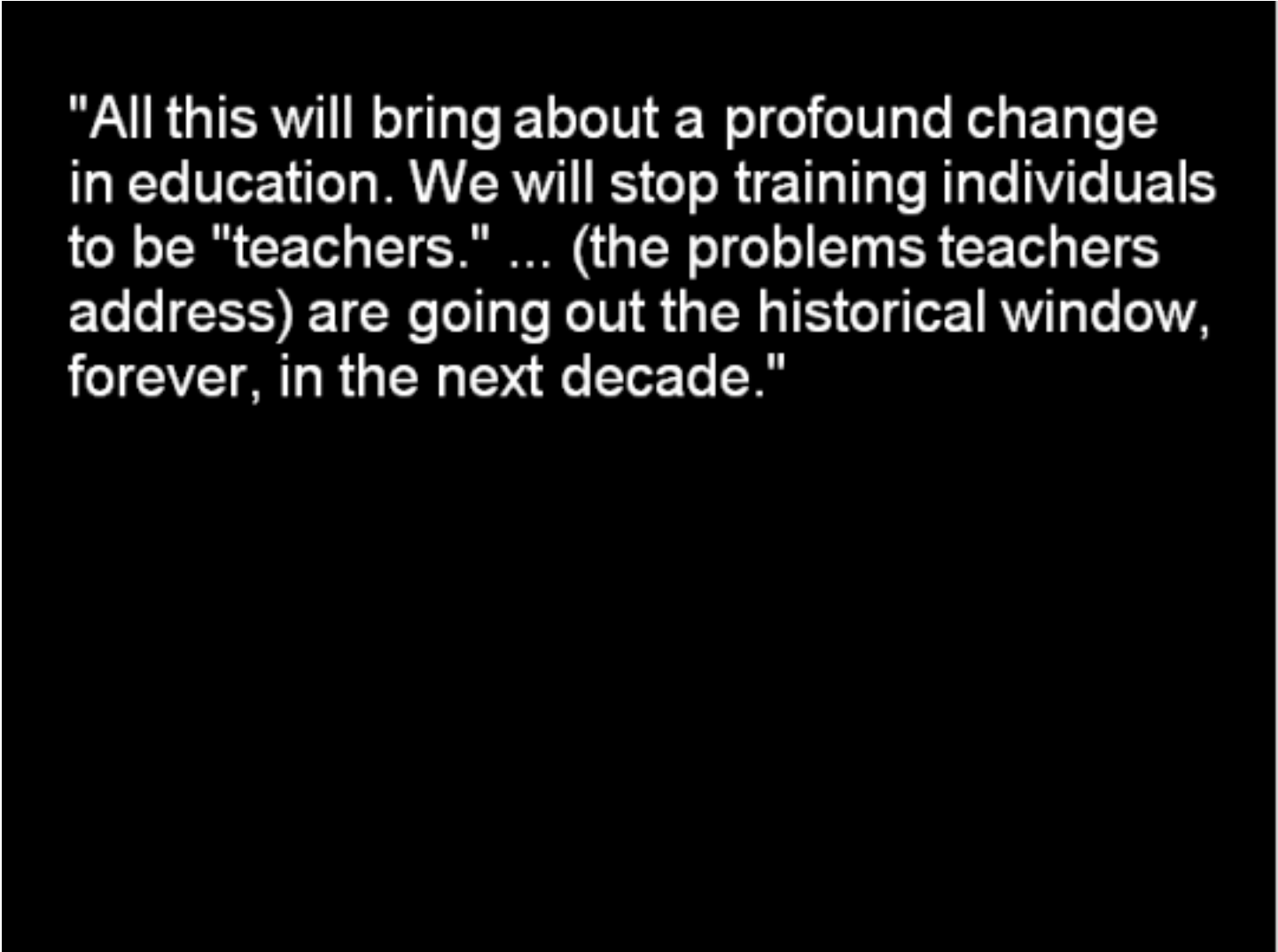
"Books will soon be obsolete in schools ... Our school system will be completely changed in the next 10 years." - Thomas Edison - 1913 ... on the benefits of the motion picture

**"Books will soon be obsolete in schools ...
Our school system will be completely
changed in the next 10 years."**

- Thomas Edison - 1913

... on the benefits of the motion picture

"All this will bring about a profound change in education. We will stop training individuals to be "teachers." ... (the problems teachers address) are going out the historical window, forever, in the next decade."



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"All this will bring about a profound change in education. We will stop training individuals to be "teachers." ... (the problems teachers address) are going out the historical window, forever, in the next decade."

- R Buckminster Fuller - 1962

... on the "2-way TV"

Slide142



786,432 points of light



Slide144

PowerPoint



Slide145

PowerPoint

- helps the presenter remember their notes



Slide146

PowerPoint

- helps the presenter remember their notes
- while often doing great harm to the presentation

Slide147

PowerPoint encourages students



Slide148

PowerPoint encourages students

- to memorize key points



Slide149

PowerPoint encourages students

- to memorize key points
- to let the professor decide which points should be "key"

-

Slide150

PowerPoint encourages students

- to memorize key points
- to let the professor decide which points should be "key"
- to regurgitate these "key points" on exams

Slide151

PowerPoint



Slide152

PowerPoint

- great for "teachers"

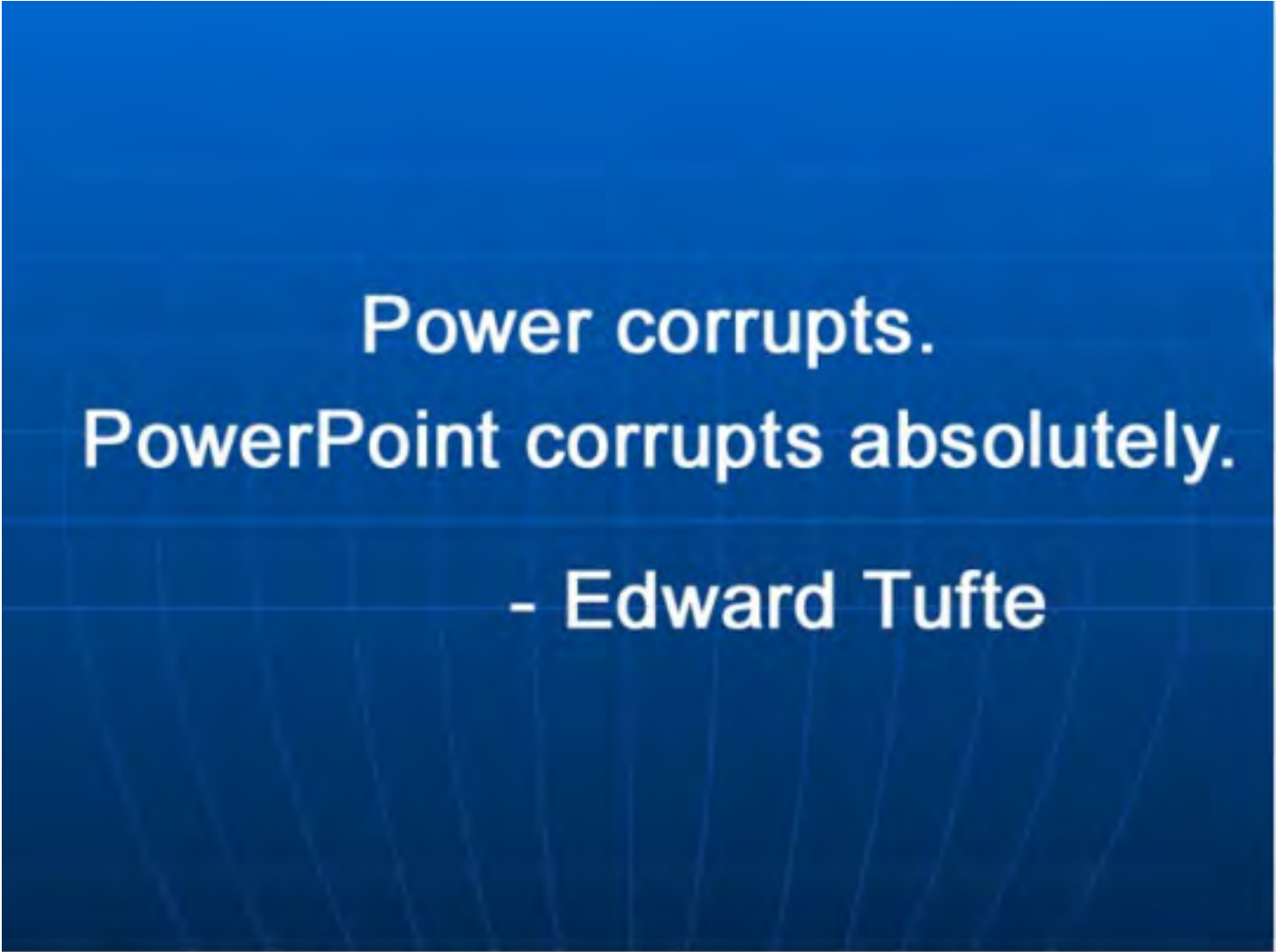


Slide153

PowerPoint

- great for "teachers"
- bad for learners

Slide154



**Power corrupts.
PowerPoint corrupts absolutely.
- Edward Tufte**

Slide155



??The medium is the message.??



What these walls say

What these walls say



What these walls say

What these walls say

- **To learn is to acquire information**
- **Information is scarce and hard to find**
- **Trust authority for good information**
- **Authorized information is beyond discussion**
- **Obey the authority**
- **Follow along**

toward ...

toward ...

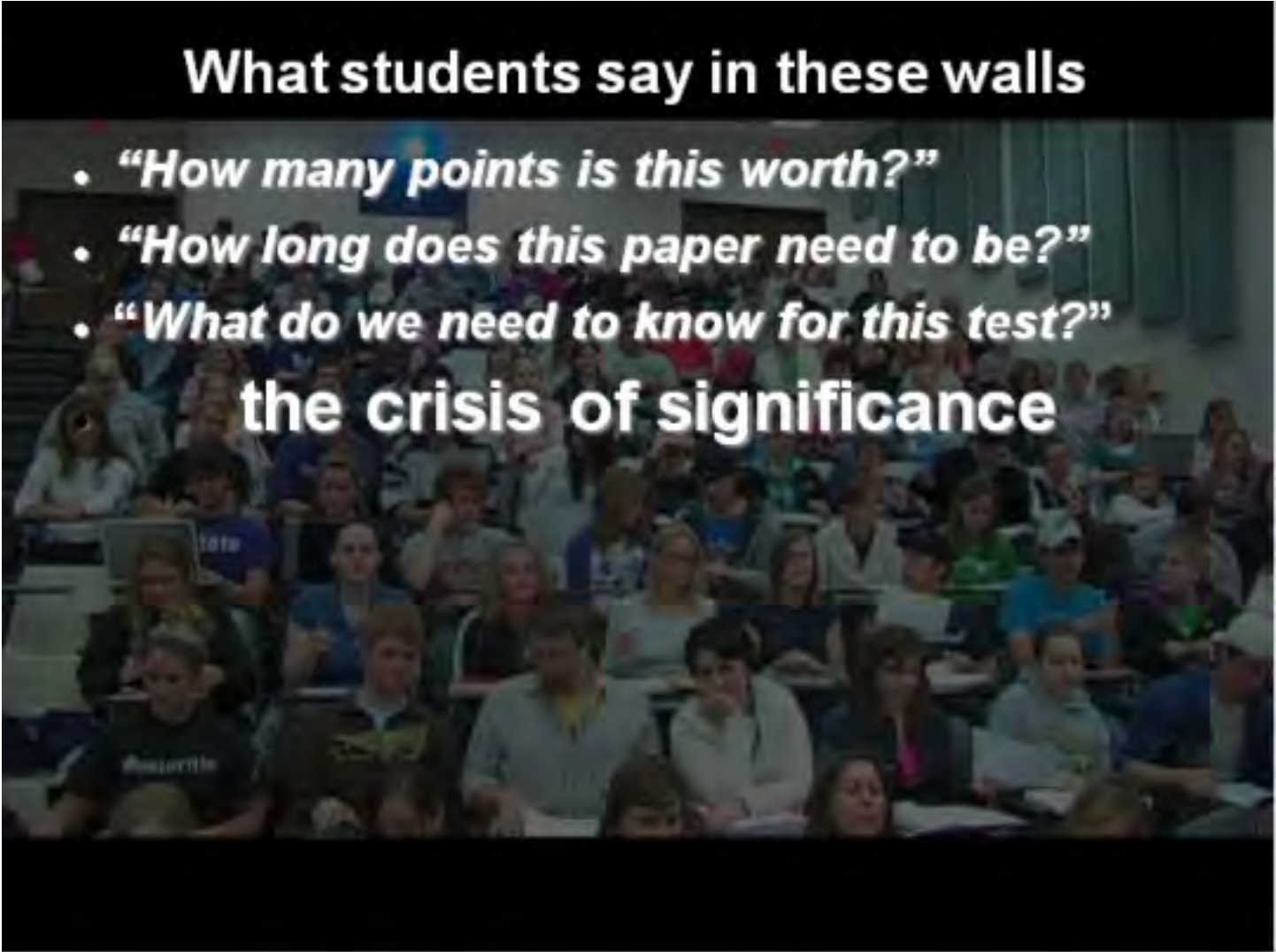
- Ubiquitous networks
- Ubiquitous computing
- Ubiquitous information
- At unlimited speed
- About everything
- Everywhere
- From anywhere
- On all kinds of devices

What students say in these walls

What students say in these walls

- *“How many points is this worth?”*
- *“How long does this paper need to be?”*
- *“What do we need to know for this test?”*

the crisis of significance



Slide161



This is not the answer.



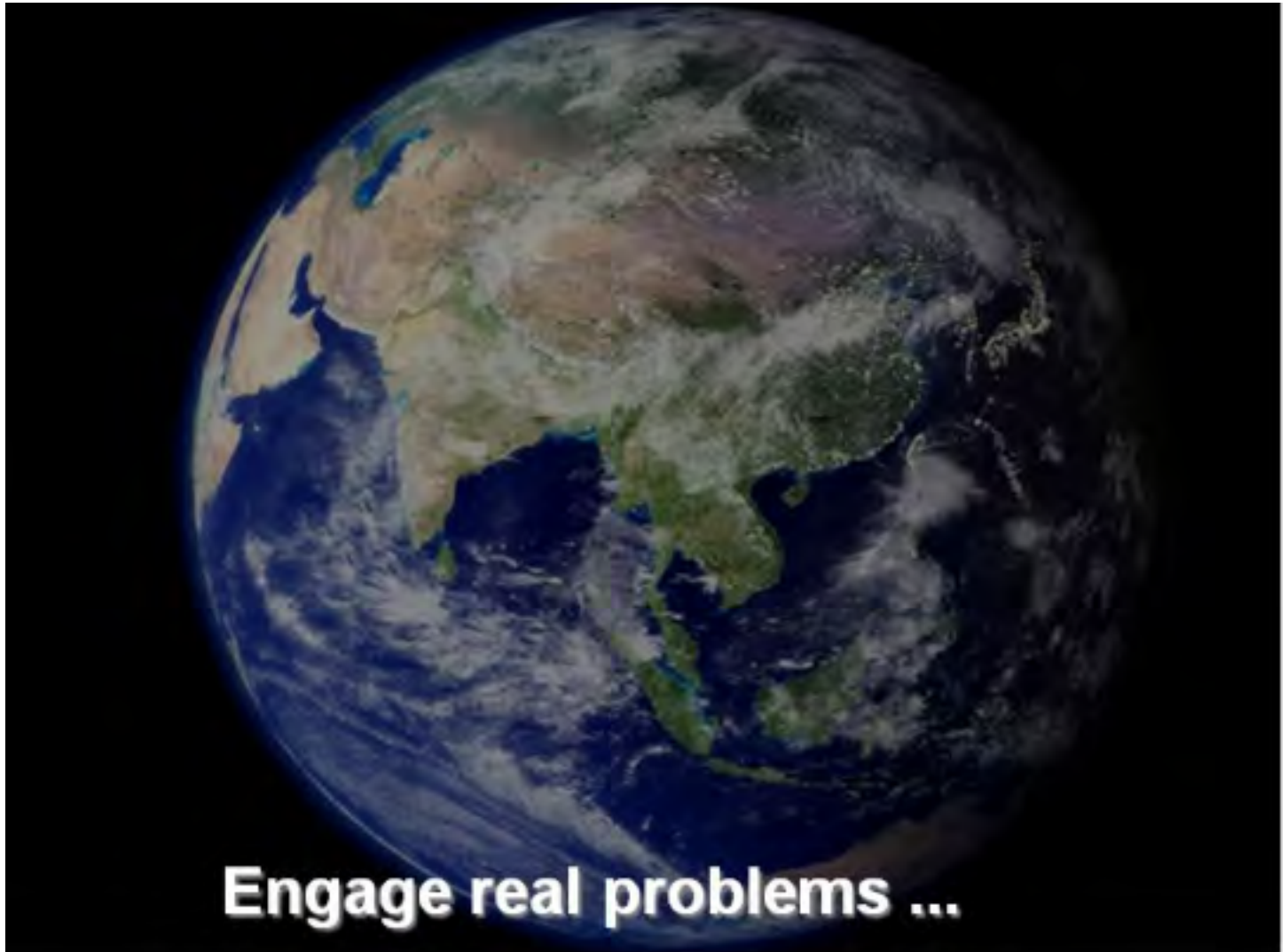
Slide163



Slide164



Slide165



Slide166



Slide167



Slide168



recognizing and harnessing the existing media environment
so students can recognize and harness it as well.

Slide169



Slide170



The screenshot shows a Google Docs interface. At the top left is the Google Docs logo. To the right, the user's email 'mike.wesch@gmail.com' is displayed along with links for 'Docs Home', 'Help', and 'Sign out'. Below this, there are three buttons: 'Save', 'Save & close', and 'Discard changes'. The main menu includes 'File', 'Edit', 'Insert', 'Revisions', and 'Edit HTML'. On the right side of the menu, there are buttons for 'Preview', 'Print', 'Email', 'Share', and 'Publish'. A toolbar with various icons for text formatting and alignment is visible below the menu. The document content is as follows:

What is it like being a student today?

So the basic idea is to create a 3 minute video highlighting the most important characteristics of students today - how they learn, what they need to learn, their goals, hopes, dreams, what their lives will be like, and what kinds of changes they will experience in their lifetime.

We already know some things from previous research (and if you know of any interesting statistics, please list them along with the source). Others we will need to find out by doing a class survey. Please add whatever you want to know or present.

- * I was born in 1987. (class average)
- * A George Bush has been president for all but 8 years of my life.
- * I have owned a VCR and a DVD player. (confirm with survey) (more interesting facts about how your world is different from the world your professors grew up in?) (laptop)
- * I have owned a BoomBox and a CD player.
- * I have never known a world without television.
- * I talk to ___ people a day on the computer (including facebook, myspace, instant messenger, e-mails, etc) and ___ people a day in person
- * I have never owned a record player.
- * I could have gone to school for free....but then I couldn't have chosen the major that I wanted....I would have had to settle on something else

At the bottom right of the document area, there is a 'Check spelling' button.

Slide171

Google Docs mike.wesch@gmail.com | [Docs Home](#) | [Help](#) | [Sign out](#)

A Vision of Students Today [Back to editing](#) [Close document](#)

saved on January 28, 2008 4:57 AM by Mike

[File](#) [Edit](#) [Insert](#) [Revisions](#) [Edit HTML](#) [Preview](#) [Print](#) [Email](#) [Share](#) [Publish](#)

Compare Checked

Revision	Last Edited	Changes
<input type="checkbox"/> Revision 394	1 second ago by Me	no text added
<input type="checkbox"/> Revision 393	7 days ago by Me	no text added
<input type="checkbox"/> Revision 392	7 days ago by Me	After we see all of these facts we will pan behi
<input type="checkbox"/> Revision 391	3 months ago by Me	no text added
<input type="checkbox"/> Revision 390	7 months ago by Me	What is it like being a student today? So the l Revisions 382-390
<input type="checkbox"/> Revision 382	7 months ago by Me] QUICK NOTE: This is not the actual survey.
<input type="checkbox"/> Revision 381	7 months ago by Me	What is it like being a student today? Revisions 379-381
<input type="checkbox"/> Revision 379	7 months ago by Me	no text added
<input type="checkbox"/> Revision 378	9 months ago by Me	no text added
<input type="checkbox"/> Revision 377	9 months ago by richie mcabb	s' generation does not have enough faith in us. Revisions 374-377
<input type="checkbox"/> Revision 374	9 months ago by richie mcabb	ial Security funds we will be forced to advance Revisions 372-374
<input type="checkbox"/> Revision 372	9 months ago by Schreinj	j.
<input type="checkbox"/> Revision 371	9 months ago by Jhenning] QUICK NOTE: This is not the actual survey.
<input type="checkbox"/> Revision 370	9 months ago by Jhenning	* __% will be married or seriously thinking ab Revisions 367-370
<input type="checkbox"/> Revision 367	9 months ago by Cmuret	GPA drops below 3.5 * I read __books each y Revisions 359-367

Slide172

A Vision of Students Today



I buy hundred dollar textbooks that I never open.

1:49 / 4:44

watch in high quality

Rate: ★★★★★ 9,567 ratings

Views: 2,918,408

[Share](#) [Favorite](#) [Playlists](#) [Flag](#)

[Send Video](#) [MySpace](#) [Facebook](#) [more share options](#)

Slide173



Slide174



Slide175



Slide176



Slide177



Slide178

The screenshot shows the ABC News website interface. At the top left is the 'abc NEWS' logo. Below it is a navigation menu with categories like 'Top Videos', 'I-CAUGHT', 'Webcasts', 'Politics', 'GMA', 'GMA Concert Series', 'GMA Now', 'World News with Charles Gibson', 'Nightline', '20/20', 'Money & Business', 'Technology & Science', 'SciTech News', 'Ahead of the Curve', and 'Health'. The main content area features a video player for the video 'A Vision of Students Today', dated 03/10/2008. The video thumbnail shows a young woman holding a white sign with the handwritten text 'Know my Name'. To the right of the video player is a sidebar with sections: 'Top Videos' (listing 'Grossome Confession on Tape' and 'Seal Rips Paparazzi: You're Scum'), 'Business News' (listing 'Will Market Gains Hold?' and 'Calculating the Cost of Divorce'), and 'Wild and Wacky' (listing 'Houston Home's Hall Rivals Versailles' and 'Sea Lions: FIE's Other Basketball'). At the bottom, there is a 'SCITECH NEWS PLAYLIST (16)' with a row of video thumbnails and titles: 'Why Are Bees Vanishing?', 'Hello, HiHi!', 'Spam on Your Cell Phone', 'Sprint Phones Get Speedy', 'Space Shuttle Takes Off', 'A Vision of Students Today', 'The Beatles Go Digital', and 'Rosie Robot, Meet NASA's Dexter'. The bottom navigation bar includes 'Featured Video', 'My History', a search box for 'Search Videos', and a 'Go' button.

Slide179



Slide 180

An anthropological introduction to YouTube



“a phenomenon” - David Byrne, New York Times

“a mind-blowing argument ... YouTube will never look the same.”

- CJ Janovy, Kansas City

Pitch

Slide181



Slide182



Slide183




??What do we need to know for this test???



Slide185

new possibilities for “whatever”

- 
- **60s: “I don’t care. Whatever (you think).”**
 - **90s: “Whatever. (I don’t care what you think).”**
 - **“I care. Let’s do whatever it takes ... by whatever means necessary.”**

Slide 186



by **michael wesch**

assistant professor of cultural anthropology
Kansas State University

more information, including
videos viewed over 15 million times
and translated in over 15 languages ...

mediatedcultures.net

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