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The Technology Conference

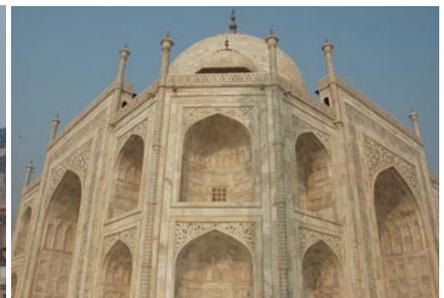
The Second International Conference on Technology, Knowledge and Society is to be held at the 'Taramati Baradari' Culture Complex, Hyderabad, India, from 12-15 December 2005. The inaugural Technology Conference was held at the University of California, Berkeley, in February 2005.

This conference will address a range of critically important themes in the various fields that address the complex and subtle relationships between technology, knowledge and society. Main speakers include some of the leading thinkers in these areas, as well as numerous paper, colloquium and workshop presentations.

Participants are invited to submit presentation proposals for 30 minute papers, 60 minute workshop, or jointly presented 90 minute colloquium sessions. Parallel sessions are loosely grouped into streams reflecting different perspectives or disciplines. Each stream also has its own talking circles a forum for focused discussion of issues.

Presenters may choose to submit written papers for publication before or after the conference in the International Journal of Technology, Knowledge and Society, a fully refereed academic journal. Virtual participants can also submit papers for refereeing and publication in the Journal.

If you would like to know more about this conference, visit the Technology Conference website— this site is regularly updated. You might also wish to subscribe to the Conference Newsletter through this site.



ADVISORY BOARD

International Advisory Board, The International Conference on Technology, Knowledge & Society and The International Journal of Technology, Knowledge and Society

- Amareswar Galla, Director, Sustainable Heritage Development Programs, Research School of Pacific and Asian Studies, Australian National University, Canberra.
- G.K.Chadha, Vice-Chancellor, Jawaharlal Nehru University, India.
- David Hakken, Professor of Social Informatics, Rob Kling Center for Social Informatics, University of Indiana, Bloomington, Indiana, USA.
- Telle Whitney, President and CEO, Anita Borg Institute for Women and Technology.
- Chris Scanlon, Globalism Institute, RMIT University, Melbourne, Australia.
- Mary Kalantzis, Innovation Professor, RMIT University, Melbourne, Australia.
- Darin Barney, Department of Art History and Communication Studies, McGill University, Montreal, Quebec, Canada.
- Bill Dutton, Director of the Oxford Internet Institute and Professor of Internet Studies at the University of Oxford, United Kingdom.
- Simon Cooper, Monash University, Australia.
- Michele Knobel, Montclair State University, New Jersey, USA.
- Bill Cope, Centre for Workplace Communication and Culture, Australia.

Who Should Attend

- Academics in the fields of informatics, computer science, history and philosophy of science, sociology of knowledge, sociology of technology, education, management and the humanities.
- Research students.
- Technology developers.
- Trainers and Industry consultants.

Location

The 'Taramati Baradari' Culture Complex, Hyderabad, India.
Ibrahimbagh, Gandipet Road,
Hyderabad – 500031, AP, India

“Hyderabad is the capital city of Andhra Pradesh. It is a city of beauty, balance and tradition. It is a place where love still lives on. The city nurtures in its heart the love story of a young prince, Muhammad Quli and a village belle, Bhagmati that laid the foundation of the city. The construction of the city was completed in 1592. Today's Hyderabad is cosmopolitan, richly endowed with a variety of cultures. Hyderabad is also known as the second Silicon Valley in India after Bangalore. Hyderabad - the Pearl City of India - is famous for its minarets and its pearl bazaar...”

SUPPORTED AND SPONSORED BY



- The Australian National University
- Sustainable Heritage Development Programs, Research School of Pacific and Asian Studies, Pacific Asia Observatory for Cultural Diversity and Development, UNESCO, The Australian National University. <http://rspas.anu.edu.au/heritage>



- The Salar Jung Museum, Hyderabad, India.



- The Globalism Institute, RMIT University, Melbourne, Australia

Conference Organisers



- Common Ground

OVERALL THEME 2006: The Social Ecology of Digital Technologies

THEME 1: Technologies for Human Use

- Technology, knowledge and society: re-examining the connections.
- Human-technology interaction, interfaces and useability.
- Cybernetics, informatics, systemics and distributed networks.
- New media, new communications channels: broadcasting, to narrowcasting, to pointcasting.
- Open computing: the theory and practice of open source and free software.
- Creative Commons.
- Copyright and digital rights management.
- Proprietary software and its human influences.
- Data and metadata: meanings, boundaries, functions.
- Open standards and the logistics of communicability and interoperability.
- Structure and semantics in information.
- The Semantic Web.
- Markup languages, new markup practices, new literacies.
- Wireless and mobile information and communications technologies.
- Multilingualism, Unicode and machine translation.
- Artificial intelligence, intelligent systems, intelligent agents.

THEME 2: Technologies for Participatory Citizenship

- Technology, participation, access and equity.
- Technology in capacity development.
- Digital development: bridging the digital divide.
- E-government, e-democracy and cyber-civics.
- Participatory systems.
- The politics of information.
- Globalisation and technology.
- Multilingualism and cultural diversity in the digital age.
- Technological meets social transformation.
- Technical and social systems of sustainability.
- The wild world of the Web: regulation and its discontents.

THEME 3: Technologies for Autonomous Communities

- Communities of practice and knowledge-creating communities.
- Virtual communities.
- Communities as publishers.
- Communities as networks: the dynamics of collaboration and community building.
- Information architectures: scaffolds for autonomy or restrictive straight-jackets?
- Multi-channel publishing.
- E-books and alternative reading devices.
- Digital print, variable print and print-on-demand.
- Digital repositories, archives and libraries.
- Disability and access.
- Differences of sensibility and access: gender, language, culture.
- Cyber-identities.
- Creative sources: the technologies of art and the arts of technology.
- Cyber-ethics and cyber-law.

THEME 4: Technologies for New Learning

- Learning by design: curriculum and instruction in the era of networked computing.
- Edutainment: gaming as pedagogy.
- Perception, cognition and interactivity.
- Children of the digital era: learning styles and the challenges of engagement.
- Interactive and collaborative learning.
- Digital meanings, multimodal communications and multiliteracies.
- Lifelong and lifewide learning.
- E-learning on the job and in work-related training.
- Organisational learning and the learning organisation.
- Formal and informal learning.
- Help menus and user-guides: website and software-integrated learning.
- The virtual university.
- E-humanities and e-social sciences.
- E-learning in the professions.

THEME 5: Technologies for Common Knowledge

- Technology in the service of the 'knowledge society'.
- Data, information, knowledge, wisdom: re-examining core concepts.
- Knowledge management: nurturing personal and common knowledge.
- Information systems and people in organisations.
- Research infrastructures.
- Participatory design.
- Intellectual property: approaches digital rights management.
- Creative Commons and commercial realities: what are the economic conditions for knowledge and innovation?
- E-commerce, open markets and open knowledge: contradictions or complementarities?
- Technologies of security and terror.
- Collaborations: from personal to interpersonal computing.

SPECIAL THEME: Author, Authenticity and Authority in Digital Heritage

- Recording the present and preserving the past: digital archives and repositories.
- Digitised cultural heritage: issues of access, retrieval, presentation and longevity.
- Virtual museums, libraries and archives.
- The role of the digital and the digitisation of legacy materials in traditional museums, libraries and archives.
- Digital accession, cataloguing and indexing practices for physical and digital objects.
- Text encoding, imaging and recording sound.
- Locating digital sources: searching, data mining, data harvesting, and digital resource discovery.
- 'Barefoot' computing: finding low-cost, easy-to-use solutions for marginal communities.
- Multimodality: integrating data and metadata for text, still image, sound, video, databases, software, multimedia and web matter.

SCOPE AND CONCERNS

The Technology Conference and The International Journal of Technology create a forum for discussion and a place for the publication of innovative theories and practices relating technology to society.

The Conference and the Journal are cross-disciplinary in their scope, meeting points for technologists with a concern for the social and social scientists with a concern for the technological. The focus is primarily, but not exclusively, on information and communications technologies.

Equally interested in the mechanics of social technologies and the social impact of technologies, the Conference and the Journal are guided by the ideals of an open society, where technology is used to address human needs and serve community interests. These concerns are grounded in the values of creativity, innovation, access, equity and personal and community autonomy. In this space, commercial and community interests at times complement each other; at other times they appear to be at loggerheads. The conference and the journal will examine the nature of the new technologies, their connection with community, their use as tools for learning, and their place in a 'knowledge society'.

TECHNOLOGIES

Over the past quarter century, digital technologies have become signature change agents in all aspects of our domestic, working and public lives. Whether it is our awareness of the world through the media, formal or informal learning, shopping, banking, travelling or communicating, digital technologies are everywhere. The hardware is getting less expensive relative to the power of the technology. Meanwhile, a battle is being fought in the domain of intellectual property between software that is proprietary and sometimes closed, and software that is open and sometimes free.

How do we understand and evaluate the workings of these technologies? To answer this question we need to recruit the disciplines of computer science, software engineering, communications systems and applied linguistics. We need to develop and apply the conceptual tools of cybernetics, informatics, systemics and the theory of distributed networks. And how do we understand their effects? Here we might consider the impact of the new media, intelligent systems or human-machine interfaces.

COMMUNITIES

The earlier information and communications technologies of modernity centralised power, knowledge and culture. They were heavy on plant and physical infrastructure — the printing presses, the transmission stations and the transport and distribution systems that only the corporation or the state could afford. They were centralised, driven by economies of (large) scale and dominated on a day-to-day basis by those with economic resources, political power and elite cultural networks.

The new digital technologies are free or cheap, instantaneous and global. They are decentralised and distributed. And so, it is argued that they open out and provide broader access to the means of production and communication of meaning. They are the bases for an electronic democracy, participatory design and communities of practice. They allow a myriad of cultures, interests and knowledge communities to flourish. Or at, least, this is one interpretation. In bleaker views, they add a digital divide to older historical cleavages of inequality; they daze us into passivity; they place our every movement under surveillance; they enforce a sedentary compliance.

LEARNERS

There is little doubt that 'e-learning' is destined to become a larger part of the experience of learning at school, in universities, on the job, at home — indeed, lifelong and lifewide learning. Technology is now a central concern of education, not only from the point of view of preparing students for a world of work where networked computers are pervasive, but also from the point of view of community participation and citizenship. Learners who are excluded from the new information spaces, will clearly be economically, socially and culturally disadvantaged.

At its best, e-learning is a refreshingly new medium with a pedagogically new message. However, as the critics of e-learning rightly point out, much of what passes for e-learning is lock step, mechanical and individualised (one user/one screen), reflecting and reproducing pedagogies that are best dubious and at worst regressive. On the other hand, a more optimistic view notes the capacity of the new information and communication technologies to transform learning relationships. Instead of being the recipients of transmitted knowledge (syllabuses, textbooks, 'information' resources), institutions of learning might become places where teachers and learners develop knowledge banks, and where traditional classrooms, dominated by teacher talk, are replaced by open learning in which groups of students work autonomously and collaboratively on knowledge projects within a structured 'content management' environment.

KNOWLEDGE

The world is moving into a phase that is widely, and perhaps too glibly at times, referred to as a 'knowledge economy' or 'knowledge society'. Information and communications technologies, and their human effects, play a central part in this development.

These digital technologies allow new, bottom-up structures of knowledge to emerge, building from the collaborative endeavours of knowledge creating communities — such as workplaces, schools and associations of common interest. In each case, they provide the means by which personal knowledge can be shared and transformed into common knowledge. From being receptors of knowledge, persons, organisations and communities become makers and publishers of knowledge, reversing at least in part the fundamental epistemic flows of modernity and replacing this with a new 'dialogics' of knowledge.

The Technology Conference and the International Journal of Technology, Knowledge and Society provide a forum for discussion of the connections between technology and society. The perspectives presented range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localised social applications of technology. Conference presentations and published papers traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis whilst at other times suggesting interested strategies for action.

STREAMS

The conference is divided into streams. These are very loosely grouped, approximating perspectives, knowledge-bases, professional practices or disciplines. As much as possible, we try to program parallel sessions relating to each stream into the same room. This means that it would be possible, if one wished, to follow the same stream for the whole conference. Each stream also has its own talking circle, a forum for focused discussion of issues.

You will be asked to select one or more streams when you submit a presentation proposal. If you select more than one stream or 'other', the conference organisers will choose a stream based on a reading of your title and abstract, or which seems to fit best with other presentation proposals that have been submitted.

LEARNING CONFERENCE STREAMS

- Curriculum and Pedagogy
- Student Learning, Learner Experiences, Learner Diversity
- Educational Leadership and Management
- Equity, Social Justice and Social Change
- Technology in Learning
- Community, Culture, Globalisation
- Adult, Vocational, Tertiary and Professional Learning
- Literacy, Language, Multiliteracies
- Languages Education and Second Language Learning
- Special Education, Learning Difficulties, Disability
- Maths, Science and Technology Learning
- Arts, Drama and Design
- Organisational Learning, Organisational Change
- Teacher Training and Development
- Other





The International Journal of Technology, Knowledge and Society.

Registration in the Second Technology Conference allows participants the opportunity to publish in an academic journal. Presenters have the option to submit their papers for refereeing and publication in the International Journal of Technology, Knowledge and Society, before the conference and up to one month after the conference. Papers submitted for publication will be fully refereed. To submit, at least one author of each paper must be registered to attend the Second Technology Conference (to a maximum of one paper per registered author - which means, for instance, that two registered authors may submit two jointly authored papers).

For those unable to attend the conference in person, virtual registrations are available. This provides participants access to the electronic version of the Journal, and also the option to submit papers for refereeing and publication in the International Journal of Technology, Knowledge and Society.

All registered participants will be given access to the full electronic version of that year's International Journal of Technology, Knowledge and Society.

Papers are published continuously to the Journal's online bookstore, as soon as the publication process is completed for each paper (and that can be any time before the conference, and continues after the conference as papers are refereed). The full volume of the Journal is published annually.

If full refereeing of your final paper is required before the conference in order to attend in-person, papers should be submitted more than three calendar months before the opening date of the conference.

It is possible to attend and present at the conference without submitting or publishing a formal written paper if you choose not to do so.

REGISTRATION OPTIONS

International Participants:
Early Registration Discount (by 1 August 2005)
\$AU750.00 (\$US583.43 | €474.82)

International Participants:
Full Conference Registration
\$AU850.00 (\$US661.22 | €538.13)

International Participants:
One-Day Registration
\$AU500.00 (\$US388.95 | €316.55)

International Participants: Student Registration
\$AU500.00 (\$US388.95 | €316.55)

International Participants: Virtual Registration
\$AU300.00 (\$US233.37 | €189.93)

Resident Indian Nationals:
Early Registration Discount
\$AU175.00 (\$US136.13 | €110.79)

Resident Indian Nationals:
Full Conference Registration
\$AU215.00 (\$US167.25 | €136.12)

Resident Indian Nationals: One-Day Registration
\$AU90.00 (\$US70.01 | €56.98)

Resident Indian Nationals: Student Registration
\$AU115.00 (\$US89.46 | €72.81)

Resident Indian Nationals: Virtual Registration
\$AU90.00 (\$US70.01 | €56.98)

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