Future DIY Citizenship: A Question of Autonomy
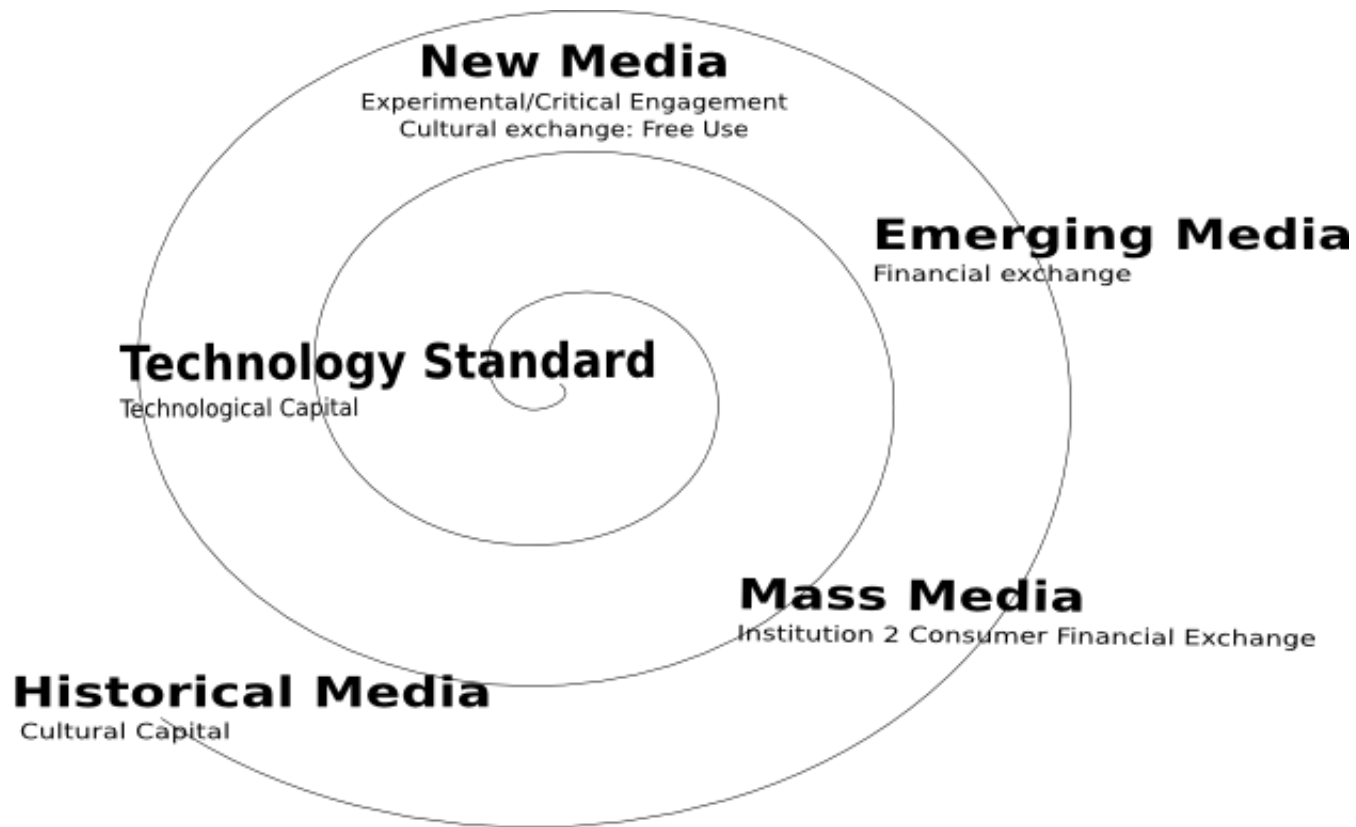
Alexandra Bal
DIY Citizen Conference
Nov 11-14, 2010, Toronto

Cultural Industries Media Life Cycle

New Media
Experimental/Critical Engagement
Cultural exchange: Free Use

Emerging Media
Financial exchange

Technology Standard
Technological Capital

Mass Media
Institution 2 Consumer Financial Exchange

Historical Media
Cultural Capital

Social Media = Mixed Realities

Personal-Informal-Professional networks boundaries have become fluid (Gensollen, 2007)

→ multiple value systems coexists and creates hybrid social innovations that blend:

1. **Activities**:

2. **Economies**: Product– Services- Gift.

3. **Social organizational models** : Hierarchical – Networked -Self-organizing Communities.
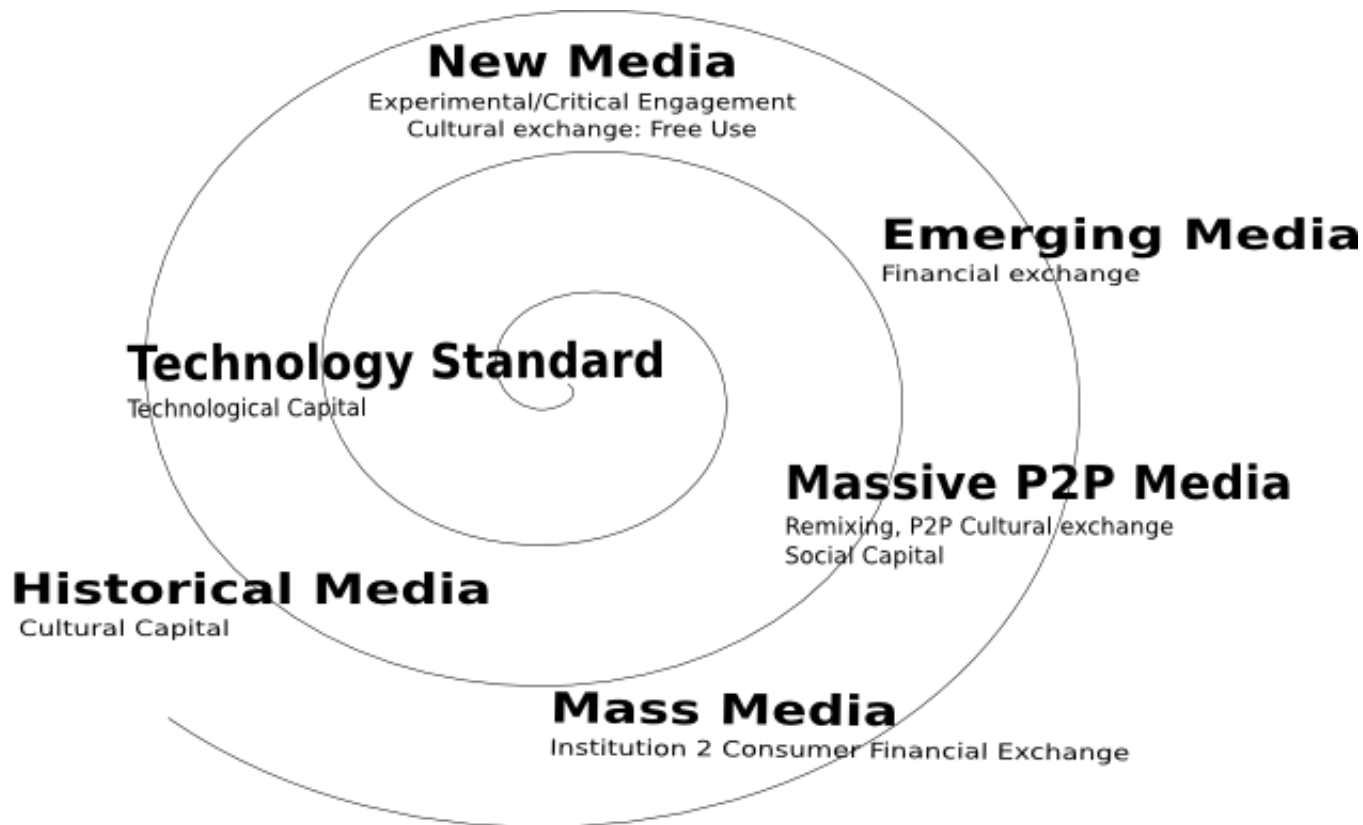
-> Alternate industrial models are emerging from these new forms.

3 Capitalist Industrial Frameworks Coexist

| Model	Classic	Humanist	Entrepreneurial
Social Life	Competition	Collaboration/reciprocity	Coo-petition
Control	Corporation	Collectives	Individuals
Hierarchy	Top-Down	Communities of practices	Communities of interests
Worker	Passive human	Autonomous thinker brings experience back to an institution	Hyper Autonomous in a social network

Adapted from Boltanski & Chappellio, 2001

Social Media and DIY Cycles

New Media
Experimental/Critical Engagement
Cultural exchange: Free Use

Emerging Media
Financial exchange

Technology Standard
Technological Capital

Massive P2P Media
Remixing, P2P Cultural exchange
Social Capital

Historical Media
Cultural Capital

Mass Media
Institution 2 Consumer Financial Exchange

Socio-constructionist Innovation Framework

New industrial models focus on creating platforms for **users entrepreneurs** (Shah and Tripsas, 2007) who create their **own social reality** and **influence institutions** (Berger and Luckmannn, 1966)
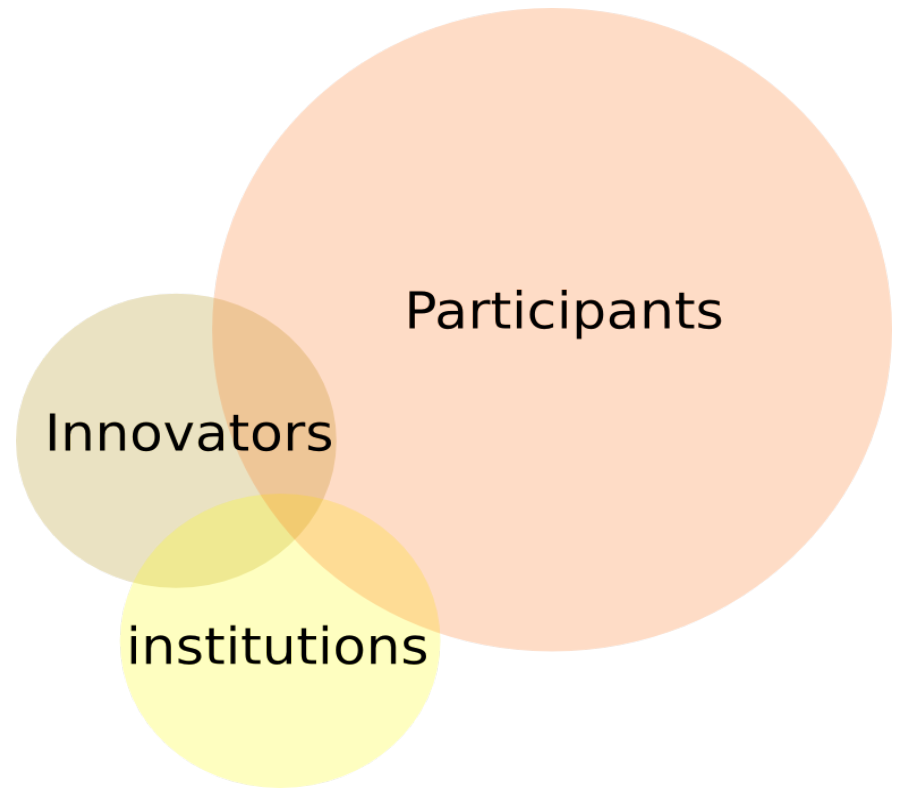
Children as Actors to Social and Cultural Innovation

Children are potentially producing **tomorrow's social,** economic and industrial **Innovations. (OLPC, Sony games)**

Innovators

Children as Participants

institutions
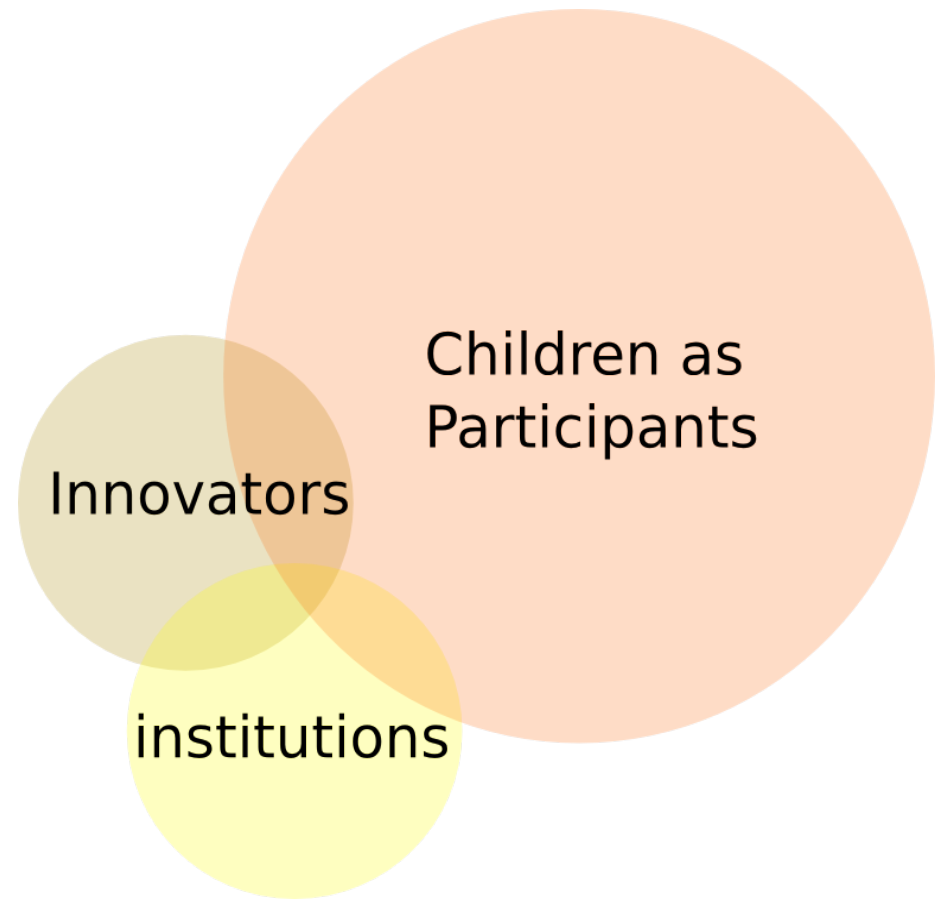
DIY Citizen of Tomorrow?

Depends on how children and youth incorporate DIY and Social Media in their social lives.

-We know children are becoming hackers.

-We know that humanistic and corporate logics can both be at play in DIY as an emerging practice.

How can we ascertain which values are going to animate their activities?

It depends on the type of autonomy educational processes facilitate.

Children's Autonomy?

Capitalism	Classic	Humanistic	Entrepreneurial
Autonomy	**Limited.** Individual is free to choose how to better his/her human capital but within an institutional Value system.	**Self-Awareness.** Individual is a bricoleur who innovates. Creative, curious, outside Institutions boundaries. Participate to bettering society.	**Hyper-autonomous producer**: Auto-controlled individuals are part of a new decentralized liberalist framework. Self-control in action and thoughts and values. Able of self-adaptation

Taylorist to Innovation Frameworks


Taylorist education socializes us in:
• Passive routines and behaviours;
• Top-down institutional hierarchies;
• Standardized notions of process;
• Competitive social engagement.

Innovation education socializes us to:
• hierarchies flatten;
• individuals have value;
• innovating workers share knowledge;
• professional communities collaborate;
• active behaviours and routines;
• standardized notions of process;
• professional social networks;
• collaboration;

Peer 2 Peer Industries Framework
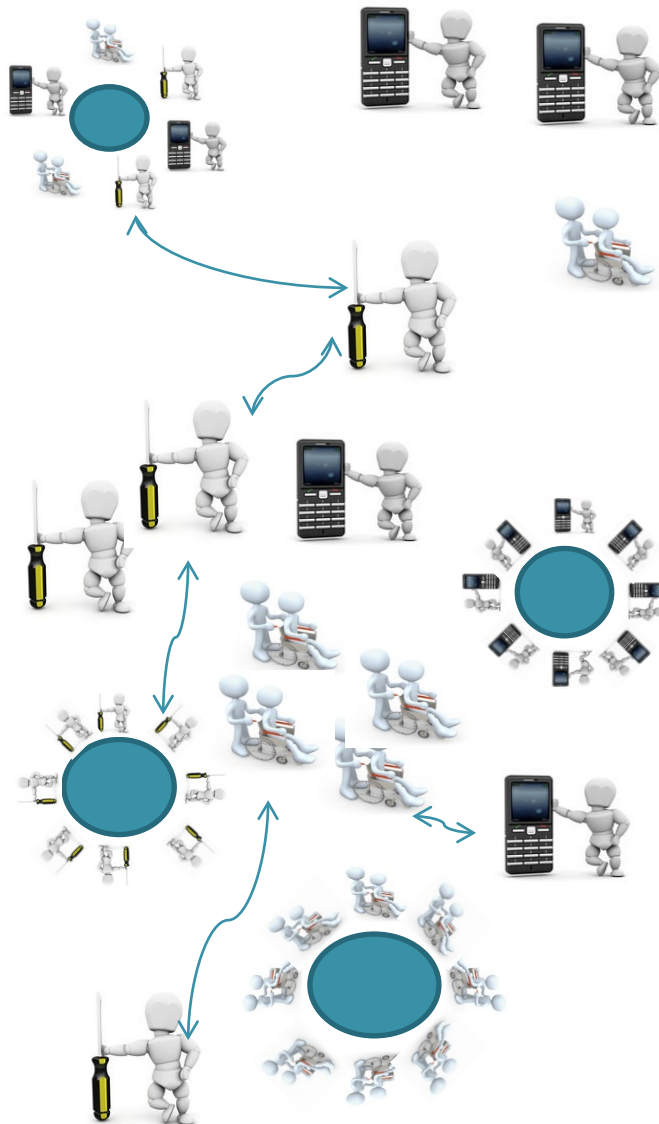
Delocalized and self-organizing collectives create their own industrial frameworks.
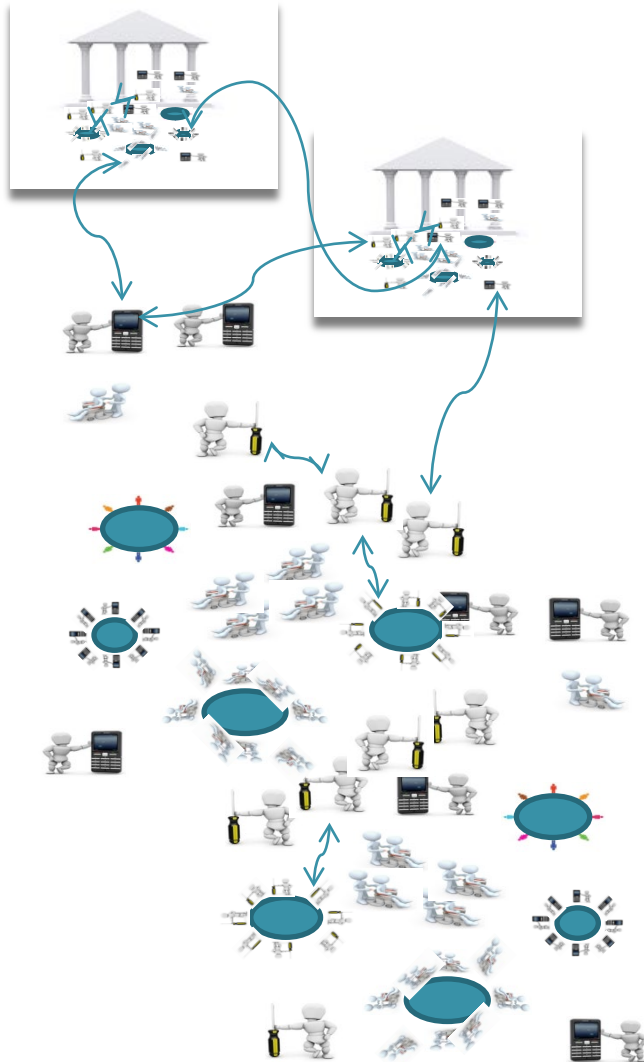
Self-directed education is supported by social relations, in fluid, informal arrangements.

Institutions will emerge from informal communities of practices.

P2P education socializes us to:
• mobile work;
• fluid work relationships;
• public workspaces;
• making is central form of capital;
• building together.

Emerging DIY Model

DIY incorporates informal learning opportunities:
• acknowledging that innovation exists outside of institutions;
• accepting peer culture within fluid institutional boundaries;
• facilitate new infrastructures for informal learning;
•personal interest drives learning.

Education socializes us to:
• mixed spheres of social/learning interactions;
• the value of intrinsic interest and motivation;
• the value of personal, practical knowledge;
• alternative ways of knowing.

Conclusion: Barriers and Dangers

• Autonomy for making and thinking needs to be fostered in children and Youth.
   • Intervention at the University level is too late.
   • Access to activities?
   • Gender, poverty, social class, etc.

• Educational Institutions and parents remain focused on 19th Century Taylorist Approach to knowledge production and innovation.

• Educators/Parents are not aware nor necessarily interested in humanistic/DIY methodologies and pedagogies.

• Corporations can offer very attractive production tools and already dominate children gaming activities.

• Given no laws and ethics around social media and children activities, marketers are invading these spaces.

• Without a rationalization of activities, will remain marginal.