



How Did The Department Of Defense End Up In My Child's Classroom?

Education is a key stronghold of Technocracy, which has transformed it into human conditioning and psychological manipulation. Further, education is all about the cradle-to-grave data that is collected, processed and analyzed on every student. Also see my 2005 article, [Global Schooling: The Hijacking Of American Education](#) □ TN Editor

You cannot fully understand what is happening with Future Ready school redesign, 1:1 device programs, embedded assessments, gamification, classroom management apps, and the push for students in neighborhood schools to supplement instruction with online courses until you grasp the role the federal government and the Department of Defense more specifically have played in bringing us to where we are today.

In 1999, just as cloud-based computing was coming onto the scene, President Bill Clinton signed [Executive Order 13111](#) and created the [Advanced Distributed Learning Initiative](#) or ADL.

Section 5 of that order set up "[The Advisory Committee on Expanding Training Opportunities](#)" to advise the president on what should be done to make technology-based education a reality for the ENTIRE country.

The intent was not only to prioritize technology for “lifelong learning,” but also shift the focus to developing human capital and in doing so bind education to the needs of industry and the economy.

Representatives of Cisco Systems and Jobs for the Future co-chaired the committee. Others around the table included the e-learning industry, student loan financiers, educational testing companies, human resource managers, labor market analysts, universities, community colleges, chambers of commerce, city government, and a futurist. George Bush incorporated Clinton’s work into [Executive Order 13218](#), the 21st Century Work Force Initiative, the following year giving the effort a bipartisan stamp of approval. The Obama administration continued this push for online learning in the [National Broadband Plan](#), which contained an entire chapter on digital education, as well as through a variety of 21st century school redesign efforts like [ConnectEd](#), [Future Ready Schools](#), and [Digital Promise](#).

ADL began as an electronic classroom for the [National Guard](#) and later expanded to serve the entire Defense Department. In 1998 the government decided to use it for ALL federal employee training. And by leveraging its influence over federal contracting the government successfully pushed for standards that enabled wide adoption of cloud-based instructional technology.

As the Department of Defense worked on e learning for the military in the mid 1990s, the Department of Education put together the nation’s [first educational technology plan](#), which was completed in 1996. A tremendous infusion of federal funds was released into schools to support technology purchases and expand Internet access. The FCC’s [E-Rate](#) program was established that year.

At the same time [IMS Global](#) began to advance implementation of e-learning systems. This non-profit began as a higher education trade group and now has over [150 contributing members](#), including IBM, Microsoft, Oracle, and Pearson, and hundreds upon hundreds of affiliated companies and institutions that use its open source specifications. The Gates Foundation is a platinum level sponsor of

four major IMS Global initiatives.

Over twenty years IMS Global members shared research and resources, and built up an industry now valued at \$255 billion annually. So if you still wonder why they won't give education back to human teachers, you simply need to take a close look at the many politically connected interests that are counting on digital education becoming the new paradigm.

[IMS Global and ADL teamed up](#) to establish common standards for meta data and content packaging of so-called learning objects. In the world of 21st century education reformers anticipate school will become largely about children interacting with these [online learning objects](#)-a playlist education if you will where based on your past performance algorithms will serve up what they think you need to know next. For folks like [Reed Hastings](#), [Jeff Bezos](#), or [Mark Zuckerberg](#), such an education where students consume pre-determined content seems the ultimate in efficiency. Gamified experiences and online simulations being developed through [ADL](#) and [DARPA](#) in partnership with many universities and non-profits, will also provides a structure for to capture students' soft skills and [shape their behavior](#).

The first product ADL and IMS Global came up with was called [SCORM](#) or Shared Content Object Reference Model. SCORM provided pathways for the bits and pieces of e-learning content to get to a particular learning management system, like [Dreambox](#), accessed by a particular student. It tracked elements like course completion, pages viewed, and test scores.

By 2008, there was a desire to track a student's interaction with devices OUTSIDE of fixed learning management systems. New devices and games often did not work within the SCORM framework. Ed-tech proponents wanted students to be able to interact with online content in new ways, so they could record interactions taking place on mobile platforms, directly through browser searches, or via [Internet of Things sensors](#).

ADL commissioned a new specification that could track activity streams

as students interacted with online media. The result was [xAPI or Tin Can API](#), which debuted in 2011. Now [all sorts of data can be monitored, tracked, and put into data lockers](#) or learning record stores. [LRS's](#) can store information about what videos you watched, what online quizzes you took and the results, what websites you visited, what books you purchased, what games you played, what articles you read or annotated. It can also capture data gathered via sensors, [RFID](#) chips, and [biometric monitors](#). LRSs collect data about all sorts of so-called “informal” learning experiences. The MacArthur Foundation has been funding considerable research in [digital media learning](#) (or DML) in informal settings for youth.

With the development of xAPI, the Ed Reform 2.0 vision of “anytime, any place” learning, learning where human teachers and school buildings are no longer required, could proceed more quickly. [IMS Global](#) is now supporting Mozilla’s [open badge initiative](#). xAPI meta data could eventually be combined with badge programs and [Blockchain/Bitcoin](#) technology to create e-portfolios ([online credential systems](#)). And if automatic credential verification and micro-payment systems come to fruition, a virtual wallet voucher system could devastate already precarious public education funding.

The Advanced Distributed Learning Initiative is a major player in the development of mobile, game-based, and [virtual learning environments](#). They also conduct extensive research and development on online “[personal learning assistants](#)” and with the aim of creating digital [personal tutors](#) for all of us. Their research is carried out at four Cooperative Laboratories or co-labs, which are located in [Madison, Wisconsin](#); [Alexandria, Virginia](#); [Memphis Tennessee](#); and [Orlando, Florida](#). Each lab supports partnerships with private sector interests and institutions of higher education.

The Wisconsin co-lab works specifically on academic projects, many involving the [Florida Virtual School](#) with whom they have a long-standing relationship. The [co-lab's focus is on competency-based education](#). They’ve partnered with the Educational Psychology department at the University of Wisconsin Madison to create [educational gaming platforms](#) and maintain over 60 other partnerships to research

and refine game-based online instruction. Another focus has been on developing [MASLO](#) or “Mobile Access to Supplemental Learning Objects,” which is enabled by xAPI technology. The Tennessee co lab has been doing research on an [intelligent tutoring system](#) that even recognizes human emotion in the person using a given device and tries to counteract negative emotion.

DARPA-the Defense Advanced Research Projects Agency is also in the business of developing gaming simulations and intelligent tutoring systems. They work closely with the office of the Navy. Their “[Engage](#)” program was set up in 2012 and through partnerships with Carnegie Mellon, Texas A&M, UCLA, and the University of Denver, created numerous games for K12 students based on [Alternate Reality Teaching](#) “Our Space” in virtual environments. Instruction in Social Emotional learning was built into the games. Their [Full Spectrum Learning](#) project aims to create an online platform that can monitor students and identify their strengths and weaknesses and revise the experience adaptively based on the data generated.

The arrival of ADL, changed public education in a very fundamental way. It is no coincidence that the destructive No Child Left Behind Act was signed into law in the year after it was created. Over the next fifteen years, with bipartisan support, education incrementally gave way to training, creativity to compliance, serendipity to standards, and human connection to digital isolation. As the curriculum became narrower and narrower, emphasizing standardized test scores and demonstrations of skill, education became a hollowed out exercise, something could be digitized and outsourced to corporations.

Data-driven, standards-based tactics have been intentionally employed to regiment the very human process of teaching and learning. During ADL’s first decade, the imperative was to get technology and Internet into schools. Once that infrastructure was in place, they could concentrate on restructuring the curriculum making screen-based education central and pushing the teacher into a secondary role on the sidelines.

[Common Core State Standards](#) were a big part of that process. The

National Governor's Association and the Council of Chief State School Officers created the standards in 2009. Not as many people know about the [Common Education Data Standards](#) that were established at the same time. CEDS enabled the collection and sharing of vast amounts of data across sectors from Pre-K through Community College.

The [Learning Registry](#) is another important piece of the puzzle. It was created in 2011 as a partnership between the US Department of Education and once again the [Department of Defense](#). It is an open source distribution network of learning resources that holds meta data and para data. It is important to understand that learning objects can be tagged in many ways, including adding tags for a variety of standards. For that reason even if we get rid of Common Core State Standards, it wouldn't necessarily make a dent in slowing down the rollout of adaptive, digital curriculum.

In addition to meta data, which is data that describes individual education resources, the Learning Registry also collects [para data](#) through the use of emitters that can be mounted on smart boards in classrooms.

Para data describes *how* online learning resources are used:

- Who's doing the searches?
- What students are in the room with the person doing the searches?
- A history of searches conducted
- What is being viewed, downloaded and shared?
- What is favorited or embedded?
- To which standards is the selected content aligned?
- What tags have been added to content?
- How is it being incorporated into the curriculum?
- What grade is it being used in?
- Where is it being used?
- What is the audience is for the item?
- What the instructional setting is.
- What is the experience level of the class and the teacher?

The devices in our children's classrooms are largely there because a specific set of government policies have prioritized technology over human educators for the past fifteen years. These devices are watching us as much as we are watching them. And we should be aware that many of the programs in use are direct outgrowths of work done by the Department of Defense in [partnership](#) with private sector interests and institutions of higher education. Technology can be used for good, but not if it is given an unconditional pass in our classrooms. Shine a light on educational surveillance. Ask questions. Talk to others and organize!

[Read full story here...](#)