LessonLibrary

Section 1: Possible Futures

Suppose LessonLibrary is a browser-based search engine for all sorts of lessons regardless of where you are and what you want to study, then, while people are enjoying such convenient engine, there some profound impacts in the future.

Often, people going into a doctor’s office start with a conversation like “I searched my symptoms online and google told me….” As ECU Masters student, Michelle Hill, suggested, “[it is] tempting to use these tools to find out what may be causing your symptoms….” However, only 36 percent of the first diagnosis are correct (Edith, 2020). Making a correct diagnosis requires not only checking symptoms but also taking medical courses. Therefore, when people can find medical classes on LessonLibrary, the new opening will be “I took a cardiology lesson, and I believe I got an arrhythmia. Can you help me to perform a catheter ablation surgery[[1]](#footnote-1)?”

When we can obtain a broad range of accessible courses online, the tuition of the public schools will be cheaper, but that of the liberal art college will be more expensive. It is not uncommon for a large public school like the University of California, Berkeley to see one thousand students enrolled in one CS class. However, if we can find resources online, people might reconsider if the tuition is worthwhile. However, for the liberal art college, professors are destined to concentrate more on their teaching responsibilities, and personalized tutoring would differentiate them from online courses and therefore be more expensive.

When LessonLibrary controls over the search results, governments might use the engine to foster cultural imperialism, resulting in unequal connections between civilizations, favoring one over another. It has been a pervasive phenomenon throughout history. During the early 19th century, European colonized Zimbabwe, and early church groups developed missions to impose European religious and esthetic values on Africans and condemned traditional forms of expressive culture, including music (Von, 1994). Even today, there is unofficial evidence that certain non-governmental groups are committed to the establishment and strengthening of democratic institutions across the world by supporting filming misleading documentaries.

On the other hand, by controlling search results, LessonLibrary can also serve as propaganda toward domestic citizens, recommending the lessons containing misguiding facts. A similar thing happened to the Ottoman Empire. In the late eighteenth century, the “Turkomania” was the rage in Europe; Europeans studied Ottoman clothes, Janissary music, architecture, musical themes, etc. However, as the Ottoman’s economic and political power declined, Victorian literature was dominated by Turks with enormous sex organs (Fleming, 2001). As a result, many Europeans started to see the Ottoman Empire as a realm of dreams, where they might live out their sexual or other desires.

Section 2: Ten Stakeholders

There are six direct stakeholders in this project.

Patients who are not satisfied with online symptom checkers and want to study the material systematically to scrutinize what is going on in their bodies to relieve their anxiety.

Students who did not understand the course materials and wish to find a lesson that covers a more detailed explanation and related background.

People who wish to know and study other cultures though a lesson.

Professors or teachers who do not sure how to give a lecture on some esoteric topics and want to see how other people do this.

Full-time employees who wish to dig deeper into some professional fields but do not have time to take an in-person course in a university.

People who are not being employed and wish to learn professional skills to find a job.

There are four indirect stakeholders.

The doctor is an indirect stakeholder. They have already faced a lot of patients who took advice from Dr. Google and passed the best time to treat their disease. In the future, they need to correct patients who misunderstand class materials and spend more time giving lectures.

College and universities will be indirectly affected. When more and more people choose free online courses, it will force them to lower tuition to get more students enrolled.

The government will be affected indirectly. Suppose there are many misleading courses about a country’s culture, economics, or politics, the reputation of the government will be affected.

Citizens will also be affected indirectly. When coming to some misleading information, often, they are asked or judged by their government’s actions. Though, it is possible that the criticism is not even true. Even if it is true, they are not the ones who should be blamed for.

Section 3: Decision Points

When it comes to search engines, one thing we must discuss is what should be appeared on the search result? Things can be even more subtle when it comes LessonLibrary, in which people are hoping to study appropriate material without biases. As forementioned, throughout history, people have used all sorts of lectures, literature, or studies to impose some opinions on students, readers, or researchers. For Europeans, literature about Ottoman Empire was disguised by sex organs, giving them a wrong fantasy that the empire was heaven. The truth, however, is the formation of authoritarian governments and the rise of military power. For the people of Zimbabwe, the early Europe church imposed European values and condemned traditional forms of music culture. Therefore, court musicians became prominent figures in the history of Zimbabwe (Von, 1994). Therefore, there are a few options we can take to prevent this from happening on LessonLibrary in the future.

Firstly, the search result will base on the diversity of views. For example, suppose one wants to dive into the history of the Ottoman Empire. In that case, the search engine should return as many different perspectives as possible and indicate how each lesson relates to or contradicts each other.

Secondly, the lesson containing superficial mistakes or too biased will be removed from the search result. For lessons about technology and science, the engine will check if the lesson is coming from reliable sources such as university, college, or research institute or if the lesson contains some facts that discrepancy from most academia. For art, literature, or area study, the engine will exclude classes that seem off topics. For example, if one searches “Today’s Turkey,” the lesson that introduces Victorian literature about Ottoman Empire will be eliminated.

Thirdly, the search engine will respect the traditional culture, favoring lessons taught by locals. If one wants to find “Zimbabwe Music,” the search engine will list traditional music on top, whilst today’s Zimbabwe music is an amalgamation of Western and indigenous musical styles (Von, 1994). This option is subtle because it does not correctly reflect the actual history and is solely out of protecting local culture. However, today traditional musical practices have flourished as a result of a revitalized sense of black pride and the resurrection of traditional music institutions. (Von, 1994). Furthermore, when Google doodle, a non-Zimbabwean platform, created an interactive movie that lets people to play the *mbira*, a traditional Zimbabwean instrument, it was attacked for adopting “the false generosity of the colonial legacy” out of financial and marketing advantages. (Rafomoyo, 2021). Tawengwa, an eminent Zimbabwean musician, claimed that “…a white man walked in to teach the `Music of Africa` course on *mbira* music…[is] grounded his teaching in the very texts I found lacking. (Tawengwa, 2020)” Therefore, if it is the predominant image that people want to come back to tradition, the search engine should let it be.

Among these options, I would prefer the first one because when designing a search engine for lessons, the most central rule is to ensure people can acquire knowledge, skill, or expertise without biased, learn to respect others, and be faithful. In other words, the search engine should present the results as diverse as possible and address potential prejudice. However, the other two options are biased as they either conceal the fact that Victorian literature indeed constitutes today’s Turkey or that contemporary Zimbabwe music incorporates a wide range of musical idioms, from jazz bands to rock groups.

In both cases, Europeans have been affected by and are influencing through biased literature.

When online lesson contains misleading information, disguising truth, or even political purpose, what should we do to prevent this?

Should we regulate search result?

For Europeans, underestimate Ottoman is different from Africa favor European culture over their own rise of the Neocolonialism 地理搜索

During the hostage crisis, Rafsanjani ran against the US, so the US Congress passed the Iran Sanctions Act resulting in a tremendous economic recession (Abrahamian, History 185). However, the economic downside did not stop the reform but made the reform stronger, bring new culture and philosophy to the country, and advocating the plans for education, rural construction, infrastructure, and nuclear station after the oil price went back to normal (Abrahamian, History 189). However, President Bush claimed Iran as an "axis of evil," suppress the reformers, which helped the conservative party won the elections from 2003 to 2005 (Abrahamian, History 192). In short, the conservative power with the US assistance keeps authoritarianism alive in Iran. 降低

Doesn’t allow some lesson to be uploaded against freedom of speech

Filter, rank, fair seach good

In daily practice, one word, “Turk”, is sufficient for Viennese mothers to put their children to bed. But at the same time, they forgot it was the Ottomans who brought coffee, tulips, smallpox inoculations, etc. to Europe. After all their efforts, while people talking about the Middle East, people wrongly associated the area with Muslims (Christians and Judaism are always forgotten, but they were the majority) and cruelty.

Cultural imperialism

Propaganda / Culture Misunderstanding/intra

Neocolonialism/ Culture Invasion/ outra

A similar thing happened to the Ottoman Empire, in which, before the late 19th

century, the “Turkomania” was the rage in Europe; they imitated clothes, Janissary music,

architecture, etc. and hosted “Turkish corner.” However, right after the empire failed to maintain

its position, Europe called them cruelty, intrigue, jealousy, and savagery. For example, in French

imaginative literature, they described the sultans of the Ottomans. In daily practice, one word,

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The Ottomans similarly are embedded in European popular culture. In the seventeenth century, French imaginative literature frequently focused on the sultans, for example in the story of Sultan Bayezit I (1389–1402) in his cage and his captor, Timur (Tamerlane), which was published in 1648. Most stories, however, related the cruelty of these “Turks,” such as that of Sultan S¨uleyman the Magnificent towards his favorite, the Grand Vizier Ibrahim. Sultan Mehmet the Conqueror, who actually was a cosmopolitan, sophisticated, multilingual Renaissance prince, instead was portrayed as a cruel and brutal tyrant in a 1612 French play that depicted his mother drinking the blood of a victim.

Now, in the nineteenth century, lustful Turks with enormous sex organs became an important feature of Victorian pornographic literature. Further, many Europeans, from Lord Byron to the novelist Pierre Loti to Lawrence of Arabia, came to consider the Ottoman Empire as the land of dreams where sexual or other fantasies could be realized.

Cultural imperialism

Propaganda / Culture Misunderstanding/intra

Neocolonialism/ Culture Invasion/ outra

Cheap knowledge more cheap, Expensive knowledge more expensive. Forster the liberal elite education in person, personalized, 1 to 1 education. Hard to tell the truth

Dr. Google, Professor Wikipedia

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1. Catheter ablation is not a surgery! [↑](#footnote-ref-1)