

Preface to the ICICTE 2022 Proceedings: IN THE LIGHT OF DAY

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This preface takes its title from an art exhibit currently on display in Zanesville, Ohio featuring the works of first-time ICICTE contributor [Diane Belfiglio](#). Her paper “Shellshocked by the Pandemic: A Personal Account of Redesigning Studio Art Classes for Online Delivery” was not only a first for her at ICICTE but also her first academic presentation and publication anywhere, to demonstrate “scholarship” in a higher education world that expects even fine arts faculty to check specific boxes on their CVs. And as I write, shellshocked by her death just days ago, I am compelled to weave together Diane’s reluctant journey into information communication technologies and the administrative practices and policies that motivated her reluctance to use this powerful and effective tool.

Diane did not have a passcode on her cellphone. On one hand, she thought it a bother, but consider the implications – she had nothing to hide. This was entirely in keeping with her art. Although on occasion it has been mistakenly described as “symbolic,” she protested this designation, as she considered herself a representational artist for the best reasons - she had nothing to hide. Use of symbols presupposes an audience with “insider” knowledge that can interpret those symbols, the viewer as a member of an elite group. Diane wanted her art, which in her own words explored her “passion for light, drama, and compositional organization,” to be accessible to all.

The use of information communication technologies (ICT) in art instruction, however, posed a dilemma to her philosophy of inclusion. And this is because as a part-time faculty member with a terminal MFA degree in her field, she had clawed her way into a full-time non-tenured position through excellent teaching and exemplary service—including university-requested community art projects—but she remained vulnerable. We had many conversations over the years as I tried to convince her that utilizing a Learning Management System (LMS) to share content would help her teach more efficiently and convenience learners, and her response was always the same – not until she was secure. She feared the appropriation of her creative, intellectual work if it were made available online and then she lost her position.

Technically, an LMS administrator has the ability to share content created by others with anyone, and also to give others administrative access to a course site or run analytics on course activities. But that doesn’t mean it should happen, or that there are policies in place to prevent it from happening. In my role as an online learning

manager at an institution of higher education, I could not protest allowing administrative access to a department chair or dean or other high-level administrator, but I did refuse to “copy” course sites for use by others without the permission of the creator. At a different institution, the proposed adoption of a publisher’s new, underdeveloped LMS was thankfully derailed when a publisher’s rep noted analytics could determine the impact of faculty response time to assignments on subsequent student performance - the faculty union protested that vigorously, and successfully.

And now Diane is gone, but the unlisted videos she began creating during the pandemic remain on YouTube and are linked in her LMS course sites. They are a profound testament to her passion and talent both as an artist and as an educator, and to her willingness to pivot to ICT when the pandemic called for extreme measures. But who do they belong to?

Again and again, ICT innovations precede the existence of policies to manage their use. These innovations bring light – to both students and educators. But they can also darken the views of brilliant but vulnerable content creators who fear losing control of their own intellectual work. As faculty who embrace ICT and ICT professionals, we must use our voices to encourage educational institutions to implement enlightened policies that protect the vulnerable and thus encourage more widespread use of technologies in innovative, productive, and democratic ways.