

Digital Asian Studies in the Age of Audit

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References:

Audit Cultures

Marilyn Strathern, "From Improvement to Enhancement: An Anthropological Comment on the Audit Culture", *The Cambridge Journal of Anthropology* Vol 19, No3 (1996/7): 1–21.
Marilyn Strathern (ed.), *Audit Cultures: Anthropological Studies in Accountability, Ethics and the Academy*, London: Routledge (2000)

Taylorism

Ironically, where is a quick on-line guide to 'Scientific Management'

<https://www.masterclass.com/articles/understanding-taylorism-the-history-of-scientific-management-theory#a-brief-history-of-scientific-management-theory>

Measuring ethnicity and diversity

Diversity Atlas: <https://www.diversityatlas.com.au/>

Thanks to Amrita Malhi, "Evaluating Cultural Infusion's Ancestry Atlas", unpublished report, 2021.

Measuring racism

The School that Tried to End Racism, ABC TV

Inventing an app to create cross-cultural understanding:

[https://grantbulletin.research.uiowa.edu/darpa-computational-cultural-understanding-program#:~:text=DARPA%20Computational%20Cultural%20Understanding%20\(CCU\)%20Program&text=CCU%20will%20build%20natural%20language,%2C%20languages%2C%20and%20group%20affinities.](https://grantbulletin.research.uiowa.edu/darpa-computational-cultural-understanding-program#:~:text=DARPA%20Computational%20Cultural%20Understanding%20(CCU)%20Program&text=CCU%20will%20build%20natural%20language,%2C%20languages%2C%20and%20group%20affinities.)

Opportunity Description

The Defense Advanced Research Projects Agency (DARPA) Information Innovation Office (I2O) is sponsoring a virtual Proposers Day, to provide information to potential proposers on the objectives of the anticipated Computational Cultural Understanding (CCU) Broad Agency Announcement (BAA). The goal of CCU is to create cross-cultural language understanding technologies to improve a DoD operator's situational awareness and interactional effectiveness. CCU will build natural language processing technologies that recognize, adapt to, and recommend how to operate within the emotional, social, and cultural norms that differ across societies, languages, and group affinities

Summary

The Computational Cultural Understanding (CCU) Program will create multimodal cross-cultural language understanding technologies to improve a DoD operator's situational awareness and interactional effectiveness. CCU will build natural language processing technologies that recognize, adapt to, and recommend how to operate within the emotional, social, and cultural norms that differ across societies, languages, and group affinities. To support diverse and emergent use cases, CCU technologies will be engineered to require minimal-to-no training data in a local culture, while maximizing operator success during negotiations and other interactions in the field. Automated systems would be a welcome force-multiplier for DoD interpreters; however, unlike the human cultural interpreters who enable US forces today, such systems are currently incapable of accurately analyzing cross-cultural communication or providing useful assistance to negotiations beyond basic machine translation. To achieve relative parity with human interpreters, CCU research will provide

foundational technical innovations to assist negotiators and analysts with language analysis and cross-cultural dialogue in the field. These advances in the area of cross-cultural understanding will also inform processes for training and planning.

The CCU program will address the following research topics.

- **Automatic discovery of sociocultural norms.** In order to determine the social, cultural, and contextual factors that impact effective communication and rapport building, human language technologies must be capable of automatic discovery of sociocultural norms that influence discourse.
- **Generalization of emotion recognition across cultures.** In order to interpret speaker emotions as influenced by sociocultural context, human language technologies must be able to generalize their recognition of emotion across different languages and cultures.
- **Detecting impactful changes in communicative practice at multiple timescales.** In order to identify shifts in norms and emotions that are indicative of communicative failure or impending conflict, human language technologies must be able to detect important changes in communication.
- **Providing dialogue assistance to cross-cultural interaction.** The ability to analyze conversations for evidence of cross-cultural misunderstanding and suggest remediation measures is crucial for effective communication. No existing technologies, however, are able to provide real-time dialogue assistance in cross-cultural settings. In order to promote truly effective cross-cultural interaction, human language technologies must have the ability to detect misunderstandings and generate alternative socio-culturally-appropriate utterances.

1994–8 ARC grant produced *Bali Oral History Archive*

<https://library.murdoch.edu.au/boha/>

Met Ian Johnson and eventually used *Heurist*

<https://heuristnetwork.org/>

<http://heuristnetwork.org/history-background/>

for the *Virtual Museum of Balinese Painting*

www.balipaintings.org

discussed in my article: <https://www.cambridge.org/core/journals/journal-of-southeast-asian-studies/article/abs/visual-methods-and-the-study-of-balinese-art-collections/6A6E8481E74FF20F419EE7793E9DF02F>

DOI: <https://doi.org/10.1017/S0022463420000478>

Neoliberal Universities

<https://www.jacobinmag.com/2021/09/australia-universities-neoliberalism-speculation-finance-real-estate-international-students?fbclid=IwAR3QXO0oWDtCn6tMGYYZiJ9AEOhjHnvE0Ec3sA3iqUL87rE8FLc803cHfsY>

Student Surveys and ‘scoring’ teachers:

https://theconversation.com/read-the-student-survey-responses-shared-by-academics-and-youll-see-why-professor-hambling-is-justified-in-burning-hers-167897?utm_source=twitter&utm_medium=bylinetwitterbutton

Pema Duddul, “universities then use these surveys to assess academics’ teaching performance, despite growing evidence they are not fit for this purpose. The University of New South Wales has even proposed to publish these survey results.”

“for surveys to be statistically relevant and represent the majority attitudes of any given class the response rates need to be at 60% or higher – a benchmark routinely expected of survey data. Often students participate in these surveys at much lower rates. These low

rates give a louder voice to those who wish to use the surveys to punish academics for their non-conformity to hetero-patriarchal values.

We already have better ways of assessing teaching quality and student learning, and ensuring those processes are authentic and fair. They're called assessment outcomes."



Based on mistake that Machine Learning is AI:

<https://www.forbes.com/sites/cognitiveworld/2019/11/21/is-machine-learning-really-ai/?sh=1e91cec72621>

<https://spectrum.ieee.org/stop-calling-everything-ai-machinelearning-pioneer-says#toggle-gdpr>

leading to reports like this one from EY:

https://www.ey.com/en_au/government-public-sector/the-peak-of-higher-education

1. "What if" ... the cost of learning is driven down to zero? —

Imagine that accessing learning in 2030 is like listening to music via Spotify in 2021. It's a do-it-yourself or self-directed experience – for a very low fee. At the touch of a screen, you access catalogues of learning content to consume at your own pace, with algorithms taking you deeper into topics of interest and artificial intelligence matching learning activities to your knowledge levels and career goals.

2. "What if" ... accreditation is the new battleground? —

Imagine that investing in knowledge in 2030 is as easy as investing in exchange traded funds in 2021. Your independent career platform that provides expert advice on which programs link most strongly to your employability and career goals – with choices ranging from on-the-job learning to micro-credentials to university degree programs with job guarantees. The platform holds your growing portfolio of skills and has a dashboard that tracks the return on investment from your learning.

3. "What if" ... government funds individual learners not institutions? —

Imagine that funding your learning journey in 2030 is like seeing a medical professional or accessing disabilities services in 2021. In a true shift to learning-centric education, you choose from a wide range of government-recognised knowledge services providers and are fully or partially reimbursed by government vouchers or private education insurance.

4. "What if" ... commercialised research funds university operations? —

Imagine that revenue from commercialised research in 2030 fulfils the role of government funding and international student revenue in 2021. Governments proactively support opening up the higher education sector to private and overseas investment in R&D. Corporates, governments, venture capitalists and foundations post business issues and research topics to an 'innovation marketplace', where PhD students and universities bid to secure funding and collaboration opportunities.

“Our competitive differentiation is our campus, our people and our diversity. How does digital augment and give us superpowers?”

Professor Brian P. Schmidt AC FAA FRS, Vice-Chancellor, Australian National University

<https://www.consultancy.com.au/news/3851/ey-predicts-an-end-to-the-traditional-uni-campus-in-australia>

<https://link.springer.com/article/10.1007/s10734-021-00742-3>