

RESUME FOR LAURENCE J. VICTOR, Project Director

TIMELINE

- Post Retirement: Interdisciplinary reading/research, computer/cyberspace activity, Y2K Activist, focus on family. 1997-2006.
- 2005-6 Developed a webdoc (discussions and wiki-like workspaces) on omidyar.net called Nu_Group (work in progress): https://www.omidyar.net/group/nu_group/ws/index/
- Instructor of Psychology and Future Studies, Pima Community College, Downtown Campus, Tucson, AZ 1974-1997. Served on many committees. Retired May 1997.
- Academic Director & Chief Intake Psychologist, Chazen Institute, a residential treatment center for emotionally disturbed children. 1972-74.
- PhD in Educational Psychology, University of Minnesota, Thesis: *On Understanding Laws of Invariance*, 1968-70.
- Post-Doctoral Fellowship, Minnesota Center for Research in Human Learning, University of Minnesota, 1968-70.
- Associate with Center for Philosophy of Science, directed by Dr. Herbert Feigl, University of Minnesota, 1964-70.
- Curriculum Developer, Minnesota Mathematics and Science Teaching Project (MINNEMAST) at University of Minnesota, 1964-68.
- Assistant Professor of Physics, University of Minnesota, 1964-66.
- Public School Teaching, Tuckahoe High School, NY, 1963-64.
- PhD in Physics, Yale University, Thesis: *Coorelations Between Auroral and Geomagnetic Micropulsations*, 1958-1965.
- Auroral Scientist, Arctic Institute of North America, Byrd Station in Antarctica, 1960-1962.
- MS in Physics, University of Chicago, 1956-58.
- BS in Physics, Rensselaer Polytechnic Institute, Troy, NY, 1952-56.
- DOB: January 24, 1935 in Ridgway, PA.; healthy family, two younger brothers.

LIFE SUMMARY

I am a 72 year old, healthy, retired professional. Although I earned two PhDs, in physics and educational psychology, my learning has been transdisciplinary. The unifying theme of my formal higher education was the history and philosophy of science and technology, in the context of the evolution of human cultures. Other unifying themes were future studies and fundamental change in education.

Since my "retirement" I have been busy in a number of domains: expanding my transdisciplinary learning, exploring the emergent nature of cyberspace, composing various essays and posting online, exploring new computer applications, participating in many online forums, attempting to organize virtual communities, and working through family issues with wife, daughter, and two teen age grandsons - and many dogs and cats. After this decade of diversified retirement, I am ready for a new challenging enterprise: creating colab studios.

When on the faculty of the University of Minnesota I was an associate with Herbert Feigl's Center for Philosophy of Science and had a post-doctoral fellowship with the Center for Research in Human Learning. At Minnesota I was part of a major project developing an innovative, integrated K-6 curriculum in mathematics and science (which also wove in many humanities issues). Although a "scientist" in formal training, I am more a "philosopher" critical of the abuses of scientific dogma.

I have discovered the vast diversity of human cognitive competencies primarily because

of my unique lack of imagery in all sensory modalities. This has been both a handicap and an asset in comprehending the humanities and the sciences; as well as understanding why some persons have difficulty comprehending what appears evident to others. My handicap limits my full experiencing of the arts, but this lack has increased the appreciation of what I was missing, and I became sensitive to the great variation of experiencing others have, even those who have mental imagery.

In 1994 I campaigned as candidate for Chancellor of Pima Community College, as an educational venture promoting the concept of leaders as learners. The details can be found at: http://ourworld.cs.com/larryvictor137/edu_web/chanapp.htm . Details of my professional life are available from this site.

I have received a few grants. In 1983 I received a grant from the City of Tucson, Community Cable, to produce a series of 10 half-hour video programs on Forward to the Basics, in education. These were completed and aired; although it was quite a learning experience.

I graduated high school without seeing television, and I got my PhD in physics using a slide rule. I knew about computers early but didn't start using them until they could serve me – wordprocessing on an Apple II. I began communicating with others via computers and telephone and was part of the movement online through the 1980s and 1990s.

I discovered hypertext and online computer activity on the same day in 1983. Immediately I purchased an advanced groupware application, MIST+ (a PC version of the NSF sponsored EIES groupware project) for the new IBM PC (which I also purchased with my own funds). With these I constructed an online message, discussion forum, seminar, and library system called PCNC (Pima Community Networking Collage) over a dedicated telephone line. I used online hypertext systems (by Neil Larson) years before the World Wide Web was invented.

I was active in the Electronic Networkers Association in the 1980s and participated in the First International Informatics Access Conference (focusing on worldwide medical information exchange) at Baylor Medical Center, Dallas, in 1987. From a general systems conference in Budapest in 1987 I was part of the first public online connection from "behind the Iron Curtain".

Part of my motivation to create a colab studio is to develop a medium suitable for many modalities that would enable the better sharing of complex content. But, coming from the null point of having no imagery, I am sensitive to the difficulty everyone has in comprehending others with different mental imagery competencies. One of the uses of viable colab studios will be to mediate dialog between individuals with different cognitive styles.

I witnessed the diversion of intelligent tool development to the business paradigms: groupware for business meetings, single worker workstations, and education computer use preserving the classroom model. Virtual communities and projects were our goal in the late 1980s, but we still have to create viable tools for virtual collaboration. Although I remain very interested in online collaboration, both asynchronous and synchronous (with realtime video and audio interaction at a distance), the colab studio proposed in this grant is a tool that challenges the traditional paradigms.

I have written much, but formally published little as what I desired to share required a dynamic multi-modal media that is only now coming available. Yet, I have written much that is digitally stored, which could fill a number of books. Some of which can be accessed from my old website, <http://ourworld.cs.com/larryvictor137/index.htm> , which might be viewed as an early informal blog. My new website is under construction.