



Written by [Alex Newman](#) on May 13, 2020

## Coronavirus Sidelining Teachers, Moving Education Online

Hysteria over the coronavirus is being exploited by the education establishment to sideline teachers and shift much of the school experience over to computer programs and artificial-intelligence schemes, potentially increasing the effectiveness of indoctrination efforts by orders of magnitude. Despite the total blackout on information about it, the risks are enormous.



Much of this agenda is coming in through the “stimulus” and bailout funding provided under the multi-trillion dollar “Coronavirus Aid, Relief, and Economic Security” (CARES) Act. During the last crisis, in keeping with the “never let a crisis go to waste” philosophy of governments everywhere, the Obama administration used “stimulus” money to foist the toxic Common Core on the states. The next “innovation” will likely be even worse.

In a piece about this emerging trend by John Klyczek posted at Blacklisted News warning of the “techno-fascist plan,” he cited a U.S. Department of Education press release boasting that the CARES Act would “allow schools to repurpose existing K-12 education funds for technology infrastructure and teacher training on distance learning.”

At the same time, new federal rules being proposed on “distance learning an innovation” will unleash huge amounts of funds for “competency-based” “adaptive learning” through “subscription-based” “artificial intelligence” to carry out “direct instruction” without input from a human teacher, Klyczek warned, citing [85 FR 18638 in the Federal Register](#).

“In brief, this litany of jargon is a recipe for economically checkmating locked-down schools into competing for federal CARES Act funds to pay for online edu-corporations that substitute human teachers with adaptive-learning courseware modules which automate ‘direct instruction’ through AI,” he said.

These schemes work by using subscriptions that can be rolled over indefinitely until the student completes all the course modules needed to earn a “competency” certificate in the field in question. And with education radically shifting away from knowledge and thinking, and toward “social and emotional” responses to stimuli, students will be expected to display the appropriate attitudes and values, as determined by a computer program, before being allowed to move forward.

It is a recipe for Orwellian indoctrination the likes of which humanity has never see before. In the past, the education establishment was at least limited in its indoctrination programs by resistance — or at least potential resistance — from human teachers with values and morals. With them out of the way, the brainwashing can and will become far more extreme and effective.

The article, headlined “[COVID-19 “CARES ACT” Bankrolls AI Post-Human Education](#),” gives numerous examples of the computer programs being rolled out. Unsurprisingly, many of them are controlled by or connected to controversial companies such as Pearson and Bilderberg operative Peter Thiel.



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Of course, the idea is not new. Behavioral psychologist B.F. Skinner, who viewed children as biological stimulus-response machines to be trained like circus animals, advocated “programmed instruction” through “teaching machines.” Many of these new software programs are simply more advanced forms of the “teaching machines” that Skinner was peddling to train children.

Unsurprisingly, the unconstitutional U.S. Department of Education has been working on this agenda since at least the early 1980s. Indeed, much of this was exposed back then by whistleblower Charlotte Iserbyt, senior advisor on education policy in the Reagan administration and author of *The Deliberate Dumbing Down of America*.

Klyczek, author of *School World Order: The Technocratic Globalization of Corporatized Education*, explained that the department’s Project BEST (Better Education Skills through Technology) in 1981 was actually the “blueprint for the public-private techno-fascist schooling system that is currently being rammed through.” Now it is coming to fruition.

One of the documents from the project that was leaked by Iserbyt revealed that the scheme involved “public-private political-economic plans to plug students into Skinnerian IT computers that psycho-behaviorally condition learning outcomes to fulfill job quotas for corporate-technocratic workforce planning,” said Klyczek. That is what is coming now.

Leading globalists and globalist organizations are already bragging about the looming changes. The World Economic Forum, for instance, published a propaganda piece on April 3 under the headline “[Homeschooling during the coronavirus pandemic could change education forever, says the OECD](#).” Among other changes, the globalist groups boast that “technology” will be playing a “bigger role in schools in the future.” Microsoft and Google are both listed as key players in this transformation.

The article and the “experts” quoted in it are clear that this change goes beyond simply replacing face-to-face teaching with a similar experience delivered online, as FreedomProject Academy does to serve students worldwide. One expert cited in the report discussed shifting the role of teacher from “imparting received knowledge” to becoming a “co-creator of knowledge.” In other words, teachers would no longer be teachers.

As usual, evildoers are exploiting public panic — much of which has been drummed up by said evildoers — to advance their evil agenda in “education.” Government schools are bad enough as it is. Moving from teachers to AI-controlled computer systems might be the final nail in the coffin for traditional education, and more importantly, for the individual liberty it facilitated.

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