

THE
FALSE PROMISES
OF THE **DIGITAL**
REVOLUTION

*How Computers
Transform Education,
Work, and International
Development in Ways that
Are Ecologically Unustainable*



C.A. BOWERS

The False Promises Of The Digital Revolution How Computers Transform Education Work And International Development In Ways That Are Ecologically Unsustainable Counterpoints

Alison Armstrong, Charles Casement



The False Promises Of The Digital Revolution How Computers Transform Education Work And International Development In Ways That Are Ecologically Unsustainable Counterpoints:

The False Promises of the Digital Revolution C. A. Bowers, 2014 The False Promises of the Digital Revolution examines what currently goes largely unnoticed because of the many important uses of digital technologies While many people interpret digital technologies as accelerating the global rate of progress C A Bowers focuses attention on how they reinforce the deep and ecologically problematic cultural assumptions of the West the myth of progress the substitution of data for different cultural traditions of wisdom the connections between print and abstract thinking the myth of individual autonomy the conduit view of language that hides how words metaphors reproduce earlier misconceptions and a Social Darwinian justification for colonizing other cultures that is now leading to armed resistance which in turn strengthens the ties between corporations the military and the computer science industry The book also investigates how to understand the cultural non neutrality of digital technologies how print and the emphasis on data undermine awareness of the tacit information pathways between cultural and natural ecologies and how to identify educational reforms that will contribute to a more informed public about the uses of digital technologies

Play Among Books Miro Roman, Alice_ch3n81, 2021-12-06 How does coding change the way we think about architecture This question opens up an important research perspective In this book Miro Roman and his AI Alice_ch3n81 develop a playful scenario in which they propose coding as the new literacy of information They convey knowledge in the form of a project model that links the fields of architecture and information through two interwoven narrative strands in an infinite flow of real books Focusing on the intersection of information technology and architectural formulation the authors create an evolving intellectual reflection on digital architecture and computer science

Digital Detachment Chet A Bowers, 2016-01-29 The digital revolution is changing the world in ecologically unsustainable ways 1 it increases the economic and political power of the elites controlling and interpreting the data 2 it is based on the deep assumptions of market liberalism that do not recognize environmental limits 3 it undermines face to face and context specific forms of knowledge 4 it undermines awareness of the metaphorical nature of language 5 its promoters are driven by the myth of progress and thus ignore important cultural traditions of the cultural commons that are being lost and 6 it both by passes the democratic process and colonizes other cultures This book provides an in depth examination of these phenomena and connects them to questions of educational reform in the US and beyond

Failure to Disrupt Justin Reich, 2020-09-15 From MOOCs to autograders to computerized tutors technologies designed for large scale learning have never lived up to the hype Despite its promise Justin Reich shows that technology cannot transform our classrooms on its own Successful education reform he concludes will focus on incremental institutional change not the next killer app

Education is Not Rocket Science David B. Zandvliet, 2006 The dominance of computer labs in our schools is the result of a long struggle among teachers and technicians for control of precious computer resources As technicians gain

power and influence this is expressed in the row on row of machines installed in literally thousands of computer labs in schools around the world While labs are in some ways ideal for learning about technology or computer programming they somehow seem ill equipped to assist teachers with a lesson on language arts geography or for helping students conduct a scientific experiment As a result the huge investment in computers seems like so much wasted potential labs are not influencing teaching in the ways we had hoped for and in fact their use may even be harmful to students These observations are based on five years of experience as the director of a centre for educational technology at a leading Canadian university and on the results of three international studies I conducted in Australia Canada and Malaysia A reversal of the current techno trend would mean teachers would reclaim computers for their own classrooms and relegate the idea of the computer lab to the scrap heap of history As educators we need to discard the once size fits all strategy which computer labs imply about teachers instructional needs This is reinforced by the apparent failure of computers to transform teachers practice despite significant investments in computer technologies Some critics describe this as a management problem as computer labs reinforce top down ways of thinking about knowledge Unfortunately once such models are adopted undesirable uses of technology such as the computer lab become entrenched in a bureaucratic mindset limiting the effectiveness of these expensive tools to support teaching and learning

Let Them Eat Data C. A. Bowers, 2011-03-15 Do computers foster cultural diversity Ecological sustainability In our age of high tech euphoria we seem content to leave tough questions like these to the experts That dangerous inclination is at the heart of this important examination of the commercial and educational trends that have left us so uncritically optimistic about global computing Contrary to the attitudes that have been marketed and taught to us says C A Bowers the fact is that computers operate on a set of Western cultural assumptions and a market economy that drives consumption Our indoctrination includes the view of global computing innovations as inevitable and on a par with social progress a perspective dismayingly suggestive of the mindset that engendered the vast cultural and ecological disruptions of the industrial revolution and world colonialism In *Let Them Eat Data* Bowers discusses important issues that have fallen into the gap between our perceptions and the realities of global computing including the misuse of the theory of evolution to justify and legitimate the global spread of computers and the ecological and cultural implications of unmooring knowledge from its local contexts as it is digitized commodified and packaged for global consumption He also suggests ways that educators can help us think more critically about technology *Let Them Eat Data* is essential reading if we are to begin democratizing technological decisions conserving true cultural diversity and intergenerational forms of knowledge and living within the limits and possibilities of the earth's natural systems

Educating the First Digital Generation Paul G. Harwood, Victor Asal, 2009-10-16 Asal and Harwood explore how today's information technology is changing how we educate and are educated Focusing on the United States with useful insights from the classroom digital revolution in a few other key places the United Kingdom Australia and India the authors investigate the impact of today's

technologies on education how they impact teachers and teaching children and learning and the intersection of teaching and learning For example they tell us what the educational impact of having over 60% of America online is The authors explain exactly how new technologies are changing the learning environment in and out of the classroom with a focus on the effects on K 12 education Chapters include vignettes about children who are integrating information technologies into their lives at school and at home and those children who for a variety of reasons most notably socio economic have found themselves excluded as full members of the first digital generation There are also accounts from K 12 teachers who are incorporating technology into their classroom environments Using closed circuit cameras electronic cheating and distance learning are all also discussed at length

From Blogs to Bombs Mark Pegrum, 2009 Digital technologies and their role in education impact of the internet especially with regards to children pedagogical social sociopolitical and ecological effects **The Digital Revolution and the Coming of the Postmodern University** Carl A. Raschke, 2003-12-16 In recent years the powerful social cultural and economic changes wrought by digital technology have led many to forecast the end of the university as we know it This book employs extensive research and case studies to explain why these predictions even if perhaps somewhat premature are on solid ground The Digital Revolution and the Coming of the Postmodern University shows how the internet high speed electronic communications and personal computers necessitate a radical rethinking of what is meant by higher education The book calls into question both the traditionalist s scepticism about the benefits of new technology and the corporate e learning advocate s failure to grasp that education is more than what happens on a computer screen The author provides concrete data and models for more democratic restructured systems of instruction that not only take advantage of advanced learning technologies but promote the globalisation of higher education This is an essential read for anyone concerned about the future of higher education

The Rise of the Human Digital Brain Beatriz Pacheco, 2018-08-01 Cover Design By Rebecca Gibson Jones It is estimated that up to sixty five percent of children entering grade school this year will end up working in careers that have yet to be created This is a result in part of the rapid advances in technology that have occurred since Apple introduced the iPhone just ten years ago This technology is not only impacting the way that we learn or the jobs that we will hold in the future but it is literally changing the way that we think As modern technologies are introduced during formative periods of brain development they are having an impact on traditionally linear patterns of thought Today s youth no longer process information in the same linear fashion as past generations This is creating confusion in educational settings that are specifically designed to meet the needs of linear thinkers Administrators educators and parents must learn to better understand these changes in order to create models that will be viable for 21st century learners We must work together to create systems that will both support and encourage children who literally think differently than those who teach them The Rise of the Human Digital Brain How Multidirectional Thinking is Changing the Way We Learn contains information about the history of education the changes in the systems of education over the years

and the impact of technology on learning for 21st century students It also contains the results of a unique study regarding the impact of iPad instruction on literacy attainment for struggling readers The hope is that the information contained in this book will cause administrators educators parents and developers of new technologies to take a moment to step back and envision a new model that will revolutionize education across the world Praise for *The Rise of the Human Digital Brain* Beatriz Pacheco s experience as both a researcher and a practitioner in the field of education lends an authenticity to her writing that is both refreshing and enlightening She has conducted one of the most comprehensive studies to date concerning the use of the iPad for direct instruction and the results of her study have the potential to influence the teaching of literacy skills on the national level I highly recommend this book Michael Gurian New York Times bestselling author of *The Wonder of Boys* and *The Minds of Girls* For much of human history adults have looked upon the youth of their era as flawed creatures who fail to measure up to nostalgic standards Dr Beatriz Pacheco s *Rise of the Human Digital Brain* guides us to recognize and to understand the elements that make rising generations of young people different from their predecessors The digital brain prefers collaborative engagement over traditional hierarchy and linear thinking Anyone with a smart phone has command of massive amounts of data and information and coming generations will be more creative and more critical Educational systems must change to meet the needs of a changing time Any educator would benefit from this book Tori Murden McClure President of Spalding University Author of *A Pearl in The Storm* There is no doubt that the accelerated development of digital technology in our day has profoundly transformed the ways in which human beings interact and how we interpret reality We live in a new paradigm that demands critical assessment of how we educate the new generations especially in an era of multidimensional thinking Beatriz Pacheco s well researched work insightfully names key questions poses challenges and offers ways forward This book promises to be a key tool in defining the what and the how of education during the rest of the 21st century Hosffman Ospino Associate Professor of Theology and Education Boston College *The Anti-Education Era* James Paul Gee, 2013-01-08 One of the first champions of the positive effects of gaming reveals the dark side of today s digital and social media Today s schools are eager to use the latest technology in the classroom but rather than improving learning the new e media can just as easily narrow students horizons Education innovator James Paul Gee first documented the educational benefits of gaming a decade ago in his classic *What Video Games Have to Teach Us About Learning and Literacy* Now with digital and social media at the center of modern life he issues an important warning that groundbreaking new technologies far from revolutionizing schooling can stymie the next generation s ability to resolve deep global challenges The solution and perhaps our children s future lies in what Gee calls synchronized intelligence a way of organizing people and their digital tools to solve problems produce knowledge and allow people to count and contribute Gee explores important strategies and tools for today s parents educators and policy makers including virtual worlds artificial tutors and ways to create collective intelligence where everyday people can solve hard problems By harnessing the power of

human creativity with interactional and technological sophistication we can finally overcome the limitations of today's failing educational system and solve problems in our high risk global world. The Anti Education Era is a powerful and important call to reshape digital learning, engage children in a meaningful educational experience and bridge inequality.

Digital Schools Darrell M. West, 2013-07-15. Nearly a century ago famed educator John Dewey said that if we teach today's students as we taught yesterday's we rob them of tomorrow. That wisdom resonates more strongly than ever today and that maxim underlies this insightful look at the present and future of education in the digital age. As Darrell West makes clear today's educational institutions must reinvent themselves to engage students successfully and provide them with the skills needed to compete in an increasingly global technological and online world. Otherwise the American education system will continue to fall woefully short in its mission to prepare the population to survive and thrive in a rapidly changing world. West examines new models of education made possible by enhanced information technology, new approaches that will make public education in the post industrial age more relevant, efficient and ultimately more productive. Innovative pilot programs are popping up all over the nation experimenting with different forms of organization and delivery systems. Digital Schools surveys this promising new landscape examining in particular personalized learning, realtime student assessment, ways to enhance teacher evaluation, the untapped potential of distance learning and the ways in which technology can improve the effectiveness of special education and foreign language instruction. West illustrates the potential contributions of blogs, wikis, social media and video games and augmented reality in K-12 and higher education. Technology by itself will not remake education. But if today's schools combine increased digitization with needed improvements in organization, operations and culture we can overcome current barriers, produce better results and improve the manner in which schools function. And we can get back to teaching for tomorrow rather than for yesterday.

Learning to Save the Future Alexander Means, 2018-04-09. Mainstream economists and Silicon Valley entrepreneurs claim that unfettered capitalism and digital technology can unlock a future of unbounded prosperity, create endless high paying jobs and solve the world's vast social and ecological problems. Realizing this future of abundance purportedly rests in the transformation of human potential into innovative human capital through new 21st century forms of education. In this new book Alex Means challenges this view. Stagnating economic growth and runaway inequality have emerged as the normal condition of advanced capitalism. Simultaneously there has been a worldwide educational expansion and a growing surplus of college educated workers relative to their demand in the world economy. This surplus is complicated by an emerging digital revolution driven by artificial intelligence and machine learning that generates worker displacing innovations and immaterial forms of labor and valorization. Learning to Save the Future argues that rather than fostering mass intellectuality, educational development is being constrained by a value structure subordinated to 21st century capitalism and technology. Human capabilities from creativity, design, engineering to communication are conceived narrowly as human capital valued in terms of economic

productivity and growth Similarly global problems such as the erosion of employment and climate change are conceived as educational problems to be addressed through business solutions and the digitalization of education This thought provoking account provides a cognitive map of this condition offering alternatives through critical analyses of education and political economy technology and labor creativity and value power and ecology The Digital Age and Its Discontents Matteo Stocchetti,2020 Three decades into the digital age the promises of emancipation of the digital revolution in education are still unfulfilled Furthermore digitalization seems to generate new and unexpected challenges for example the unwarranted influence of digital monopolies the radicalization of political communication and the facilitation of mass surveillance to name a few This volume is a study of the downsides of digitalization and the re organization of the social world that seems to be associated with it In a critical perspective technological development is not a natural but a social process not autonomous from but very much dependent upon the interplay of forces and institutions in society While influential forces seek to establish the idea that the practices of formal education should conform to technological change here we support the view that education can challenge the capitalist appropriation of digital technology and therefore the nature and direction of change associated with it This volume offers its readers intellectual prerequisites for critical engagement It addresses themes such as Facebook s response to its democratic discontents the pedagogical implications of algorithmic knowledge and quantified self as well as the impact of digitalization on academic profession Finally the book offers some elements to develop a vision of the role of education what should be done in education to address the concerns that new communication technologies seem to pose more risks than opportunities for freedom and democracy Learning to Bridge the Digital Divide Centre for Educational Research and Innovation,Organisation for Economic Co-operation and Development,2000 This book presents analysis of the learning digital divide in different countries developed and developing and the policies and specific innovations designed to bridge it **The Child and the Machine** Alison Armstrong,Charles Casement,2001-01-01 Do computers really help our children to read write or think or do they stifle their development divert crucial resources and substitute technology for teaching and learning This book paints a compelling picture of how our uncritical rush to use computers in schools had led to an unhelpful revolution in education **The Revolution Will Not Be Downloaded** Tara Brabazon,2008-01-31 This book attacks the often implicit and damaging assumption that everyone is online and that everyone is using online resources within the specified parameters of employers government and national laws This book summons a critical Web Studies asking not only who is using particular applications but also how and why This remedial work is required The concept and label of Web 2 0 is part of a wide ranging suite of assumptions that offer simple answers to difficult questions The term captures a desire for online collaboration and the sharing of information performed most visibly through blogs podcasts and wikis Other products that capture the Web 2 0 ideology include Google Maps Facebook MySpace and Flickr Within this framework websites no long hold information but become a platform to connect applications with users

The business applications have gained the most attention particularly content syndication but there are also political initiatives overlaying this project including open communication the sharing of data and the deep linking of web architecture Development of innovative concepts and models to manage the digital divide Evocative studies of the digitally excluded and downloading communities Attention to digital literacy and online education

Rethinking Education in the Age of Technology Allan Collins, Richard Halverson, 2009 The digital revolution has hit education with more and more classrooms plugged into the whole wired world But are schools making the most of new technologies Are they tapping into the learning potential of today's Firefox Facebook cell phone generation Have schools fallen through the crack of the digital divide In Rethinking Education in the Age of Technology Allan Collins and Richard Halverson argue that the knowledge revolution has transformed our jobs our homes our lives and therefore must also transform our schools Much like after the school reform movement of the industrial revolution our society is again poised at the edge of radical change To keep pace with a globalized technological culture we must rethink how we educate the next generation or America will be left behind This groundbreaking book offers a vision for the future of American education that goes well beyond the walls of the classroom to include online social networks distance learning with anytime anywhere access digital home schooling models video game learning environments and more

The Digital Condition Robert A. Wilkie, 2011 The acceleration in science technology communication and production that began in the second half of the twentieth century developments which make up the concept of the digital Has brought us to what might be the most contradictory moment in human history The digital revolution has made it possible not only to imagine but to actually realize a world in which social inequality and poverty are vanquished But instead these developments have led to an unprecedented level of accumulation of private profits Rather than the end of social inequality we are witness to its global expansion In The Digital Condition Rob Wilkie advances a groundbreaking analysis of digital culture which argues that the digital geist which has its genealogy in such concepts as the body without organs spectrality and difference has obscured the implications of class difference with the phantom of a digital divide

The Digital Age and Its Discontents Matteo Stocchetti, 2020-08-11 Three decades into the digital age the promises of emancipation of the digital revolution in education are still unfulfilled Furthermore digitalization seems to generate new and unexpected challenges for example the unwarranted influence of digital monopolies the radicalization of political communication and the facilitation of mass surveillance to name a few This volume is a study of the downsides of digitalization and the reorganization of the social world that seems to be associated with it In a critical perspective technological development is not a natural but a social process not autonomous from but very much dependent upon the interplay of forces and institutions in society While influential forces seek to establish the idea that the practices of formal education should conform to technological change here we support the view that education can challenge the capitalist appropriation of digital technology and therefore the nature and direction of change associated with it This volume offers its

readers intellectual prerequisites for critical engagement It addresses themes such as Facebook s response to its democratic discontents the pedagogical implications of algorithmic knowledge and quantified self as well as the impact of digitalization on academic profession Finally the book offers some elements to develop a vision of the role of education what should be done in education to address the concerns that new communication technologies seem to pose more risks than opportunities for freedom and democracy

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