Meklit

Enter the Name of Instructor

English

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Reading Response 1

 The dawn of this century brought to mankind the technological outburst. Like other areas of human life, educational institutions could not afford to lag behind in adopting the changes offered by technology. In recent history, technology has been integrated into modem education in different manners. At present, these technological advances have become a permanent part of information flow and higher education. Interestingly, this integration of information is continuous and influences the everyday life of humans. For Sherry Turkle, the present age is communication prone and present generation has lost many connections. Turkle believes that humans of the present age are more tilted toward technology based communication (*The Flight From Conversation - The New York Times*). They fail to accept the fact that technology has taken away the joy one can have while being part of a family. Turkle's perception of technology is critical in nature. He believes that small devices have considerably changed the fashion of our lives and by no means is a life without technology, imaginable.

 Compared to Turkle, Frischmann is opposed to technology. His readings suggest that his idealization of technology is different. He believes that the technological world we have built has made humans more dependable. For his perspectives about technology, he is referred to as a Luddite, since he was against the technological utopianism. In explaining the conceptual background of this term, he opines that Luddite is the one who has political differences with technology. In this sense, he does not fulfill the definitive concept of the traditional Luddite term. His differences with technology are a kind of ethical nature. Taking on this ethical interpretation of this concept, he urges the readers to practice Luddism in their life (*There’s Nothing Wrong with Being a Luddite - Scientific American Blog Network*). He broadly refers to his view of Luddism as a digital detox. He urges the readers to practice this detox, to truly feel the essence of their existence.

 These two views about technology are in total conflict with each other. There exists no point of convergence where the two authors could have collaborated. Considering these two points, one may argue that the use of technology in information synchronization or in education is essential. This age that the human civilization is passing through is critical and requires dissimilar ways to comprehend the prerequisites of our living standards. Keeping in view the education trends and information revolution we are a part of, being a Luddite will be counterproductive. It is unimaginable to hold on to such perspectives if one truly wants to excel at academics in this age of revolution. The emergence of technology has taken over each aspect of our lives. Other than education and information exchange, technology is very much a part of healthcare, development and other critical aspects of our lives.

 In education, the debate on technology is a little different. It has undoubtedly reached a level that is slightly becoming indifferent to the conventional ways of life. The large inflows of information have drastically reduced the learning curves among students. They grab little knowledge from the large inflows of formation. At the present level, educational institutes stand at a place that is over influenced by technology and information inflows. The students’ performance is not complemented rather compromised in the technological age of this day. Since we observe that students of present time are more prone to technology, therefore, it has crossed the stage of complementing. It stands at the level where affects the performance of students. There must be a realization of the fact that technology must be limited to certain aspects of educational institutions.

**Works Cited**

The Flight from Conversation - The New York Times. https://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html. Accessed 23 Oct. 2019.

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