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education is not an app

The future of university teaching in the Internet age

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Jonathan A. Poritz, Jonathan Rees : Education Is Not an App: The future of university teaching in the Internet age (Economics in the Real World) before purchasing it in order to gage whether or not it would be worth my time, and all praised Education Is Not an App: The future of university teaching in the Internet age (Economics in the Real World):

2 of 2 people found the following review helpful. Timely, necessary, and thought-provokingBy ReaderRabbitI found

this book to be lucidly written and thought provoking. The authors bring light to a series of issues that are increasingly important -- even inescapable -- for those of us interested in higher education. The future is here, with regards to technology in the classroom, and this book helps us think through complex arguments in ways that will certainly help lead us forward through interesting times. 0 of 2 people found the following review helpful. Self-serving defense of the status quo

By Customer

Higher education in the US has many problems, including high costs and new competition driven by technological change. While this book recognises at least some of those problems, it is mainly a sorry, selfish defence of the status quo rather than a contribution to solutions or progress. In the author's own words: "Some pundits seem to welcome the possibility that professors will disappear entirely...because they just hate university professors". No, hating professors is not the issue. A professor, of all people, should know to focus on the argument and not attack the person making the argument. I am not aware of any arguments for change in higher education that are motivated by or based on hating professors. "Aren't professors supposed to be the ones who are experts on learning?" No, professors are experts in their academic specialities, and not necessarily in learning (except for professors of education). One of the problems in higher ed is poor teaching by professors who are indifferent to teaching and learning. Instead of nakedly attempting to assert authority, the authors should recognise the problem and discuss how to improve teaching and learning. "Lecturing is an excellent way to convey a lot of information in a limited time..." No, the purpose is not "conveying information". The purpose is learning by students. The statement about lecturing shows you the perspective of the authors, which is to serve their own interests and defend the status quo. They make similar statements about textbooks, which shows they are interested only in preserving the status quo for its own sake and resisting any change that will make them uncomfortable. "Even if professors remain able to teach the content they want..." No, professors should not be able to teach whatever they want. That's another problem in higher ed -- professors teaching what they want rather than what the students need. Focus on the interest of students and how best to serve those interests, rather than your own, personal interests. "MOOCs could (at least in theory) put faculty at non-elite universities on the unemployment line...how worried, then should today's faculty be?" This shows you exactly the perspective of the authors -- resist the changes and defend the status quo strictly out of self-interest and not because of the merits of the status quo. "What happens to faculty who don't teach in vocationally-oriented disciplines...they are the ones whose jobs will be disrupted." Again, you can see their perspective is only to protect their jobs. The authors should instead be concerned about what is good for students, society, or even academia. "If you aren't the one providing the content, then why did you spend all those years in graduate school?" If the authors wasted time in graduate school, that's too bad for them. The rest of society should not block technological change and improvements in teaching and learning for the sake of self-interested professors who want to continue with outdated and inefficient teaching methods. "If this wave goes unchecked a lot of professors who are currently employed elsewhere will be displaced by technology." Exactly right. It's called progress. Ask the manufacturing workers how it feels, but don't expect any sympathy from them. "To be unbundled in this way destroys professorial power and prerogatives." Again you can see their selfish perspective. It's all about them. "edtech must serve the needs of academic freedom and the choices of the experts..." No, it must serve the needs of students and society. This book is just a blatant but weak attempt to rally professors to defend the status quo in higher ed for strictly selfish purposes. The authors are supposed to be scholars, but this book does not show any sign of skill in scholarly methods, let alone any self-awareness. From this book you can learn just one thing: professors will resist change that disrupts their academic lifestyles and traditions, regardless of the justifications or social values of those lifestyles and traditions, so reform in higher ed will have to come from outside academia. For good critiques of higher ed, I recommend *Higher Ed?* by Hacker and Dreifus, and *Fail U* by Charles Sykes.

Whilst much has been written about the doors that technology can open for students, less has been said about its impact on teachers and professors. Although technology undoubtedly brings with it huge opportunities within higher education, there is also the fear that it will have a negative effect both on faculty and on teaching standards. *Education Is Not an App* offers a bold and provocative analysis of the economic context within which educational technology is being implemented, not least the financial problems currently facing higher education institutions around the world. The book emphasizes the issue of control as being a key factor in whether educational technology is used for good purposes or bad purposes, arguing that technology has great potential if placed in caring hands. Whilst it is a guide to the newest developments in education technology, it is also a book for those faculty, technology professionals, and higher education policy-makers who want to understand the economic and pedagogical impact of technology on professors and students. It advocates a path into the future based on faculty autonomy, shared governance, and concentration on the university's traditional role of promoting the common good. Offering the first critical, in-depth assessment of the political economy of education technology, this book will serve as an invaluable guide to concerned faculty, as well as to anyone with an interest in the future of higher education.

"This is a timely, and essential, book. The authors avoid the common trap of being firmly in a pro- or anti- technology camps and instead view the application of educational technology through a political economy lens. Your classrooms

are no longer solely your own, they argue. Educational technology, often driven by Silicon Valley ideology, has particular aims in education. Examining the claims made and the implications for all educators allows us to make informed decisions. The control of education is at stake, and this book sets out the key areas with clarity and passion.'
? Martin Weller, Professor of Educational Technology, The Open University, UK
'Digital technologies can expand or contract freedom for faculty and students, depending on who's making the decisions. In Education is Not an App, Poritz and Rees describe both the threat and the opportunity, and issue a clear call for faculty control of our new digital tools.'
? Clay Shirky, Professor of Social Media, New York University, USA
About the Author
Jonathan A. Poritz is Associate Professor of Mathematics at Colorado State University-Pueblo, USA. Jonathan Rees is Professor of History at Colorado State University-Pueblo, USA.