

Liberal arts technology

Technology



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Technology could also motivate more students to take part in liberal arts because it is so far advanced that one can be dependent upon it to do all the research for papers and everything that is needed for classes like take notes. One is either against technology in the classroom because the student needs the face-to-face interaction with the professor or one believes that technology in the classroom benefits the students because many students need the hands-on learning that technology provides.

Professors should learn to teach with and without the use of technology because each student perceives and applies learning in all different ways. One way of teaching does not work on every student. Susan Frost, a higher education consultant and professor of liberal arts, and Deborah Olsen, an associate professor in the Department of Educational Leadership and Policy Studies, wrote " Critics worry that the use of advanced technology in liberal arts classes will erode faculty? student interaction and diminish intellectual rigor" (20).

Carpenter 12 These women did a study on a virtual liberal arts classroom program named Sinusoid's. The students that participated in this study felt a great deal responsibility for their own learning. The faculty connected and interacted with the other colleagues that were interested in this program to expand the conceptual perspective. The collaborative efforts of all the professors involved in the program increased the amount of students using it and then letting undergraduates make an effort with the technology (Frost & Olsen, 20).

After three years of the women interviewing, researching, and collection of data " Sinusoid's seems to show that technology, creatively employed, can enhance a liberal arts curriculum, perhaps even more effectively than media less embedded in wanderlust-century culture and traditions" (20). This program is created to enhance the liberal arts studies with technology and it could be so effective that the media will improve the twentieth century cultures.

The faculty of the Sinusoid's program, had a face-to-face summer seminar to providing the preliminaries for the technologically assisted collaboration for the new students and the seminar provided this: The collegial atmosphere of the summer seminar also spilled over into the courses, students realize that collaboration infused the course with a particular energy. The faculty members' excitement about teaching in their specialty and exploring other aspects of their discipline tends to sweep students into the scholarly process (Frost & Olsen, 21) .

This seminar for the technology proved that technology does not make liberal arts less pertinent and less respected in society but it does make the faculty and the students Carpenter 13 excited about moving forward with technology in the classroom. The Sinusoid's program has " helped students develop the disciplined yet vibrant habits of mind that allow them to respond usefully to what is new in our culture" and use the technology to accomplish tough challenges in the professional work force to accept reality (22).

Rebecca Chop, President of Swarthmore College, gave a lecture entitled " Against the Grain: Liberal Arts in the 21st Century' about how technology is a

structural challenge and how it can ruin colleges' credibility. She believes that: Higher education is also experiencing great change and challenge through technology. Technology, as expensive as it is to provide and support, is bringing substantive changes in how we think about our basic educational practices. But no matter how far technology advances, most of us in the liberal arts believe that education still requires real human interaction.

I worry that the digital environment weakens civil discourse when it tempts us away from the hard work of developing face-to-face communities. We do not know where the ever-expanding technology frontier will take us, but we cannot ignore this challenge (Chop, 2012). Chop is trying to make liberal arts more pertinent and more respected in society without technology. She wants her students to have to student/professor interaction and not teach behind a computer screen because it weakens a student's hard work ethic.

She doesn't want to expand the learning with technology until she knows where the technology is going to go in the future with the challenges of finding a job in the professional work force. Carpenter ! 4 The argument to be made about the two sides of disagreement whether or not technology is an important part of liberal arts or is it a disadvantage to students looking for interaction in the work force. Should the students be taught liberal arts face-to-face interaction or should the students be taught technology education because it is advancing rapidly?

Technology in the work force does demand student success but the students shouldn't become dependent on it to do all of his or her learning. Students

need more than just technology in the work force. They need the social interaction that they get from student-professor learning. Liberal arts education is personable and it teaches you how to speak to others in ways that technology does not. Social interaction learning instead of technology provides liberal arts to become more pertinent and more respected in society according to Chop.

Students have been given the opportunity to further their education with the technological advances such as laptops, I-pads, phones, and androids," aspects a not work with all students today. Today's student needs hands-on applications. One needs to 'experience' learning, to actively engage in the learning process. Such demands are easily fulfilled in the technical disciplines, such as technology education and engineering" (Bovines n. P). Many students do not respond to being lectured at and having to take notes. They need the hands on technology to become hard working students. Technology wasn't used for education.

At first it was used to industrialized and was not used in the classroom now technology; Only within the last decade has technology education begun to gain recognition as an important " academic" discipline. Initially, the discipline Carpenter 15 was seen as industrial arts wrapped in different paper with a new bow for the new name. As names of programs changed throughout the ass and into the 21st Century' (Bovines n. P). The education in technology has changed since the 19th century from industrial education because high school dropouts wouldn't go to college but they need the industrial education for the work force.

Technology moved into education to encourage students to continue education for the professional world. Professors should learn to teach with and without the use of technology because each student perceives and applies learning in all different ways. One way of teaching does not work on every student. Therefore, both the use of technology and the choice of interaction in the classes of liberal arts with probably suggest otherwise and argue that liberal arts is becoming less pertinent and less respected in society today.