

The caperton-papert platform



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The initiative and drive for change has been existent over the years. The drive for continuous changes in the environment and the system has paved the way for new concepts and ideas to emerge. With the rapid transformation of technology, it has led the education and other sectors into doing things and processes with relative ease and efficiency. The Caperton-Papert Platform showcases how the new wave of technological changes that are happening this time has catapulted the drive for changes particularly in education to a new level.

The platform attributes such occurrence to the rapidly developing technologies. “ The primary reason their dreams could not be turned into practice was a lack of suitable technology. ” (Caperton and Papert, 1999, p. 4) With this, it must be recognized according to Caperton and Papert that technology is a vital part of the vision of change in the education. Creating a scenario for change takes time to fully take effect. This also applies in inducing technology to the alternatives for change. It takes time for technology to give rise to really new practices and the new cultures that support them. ” (Caperton and Papert, 1999, p. 3) It has been indicated that technology has to be induced in society to promote the vision for changes. Caperton and Papert provided three (3) imperatives in which such changes can be induced. These include (1) economic, (2) social and (3) moral. In the economic perspective, the overall aim of such changes is to create a dynamic workforce willing to sustain emerging changes and trends. The transformation of work requires much more than mastery of a fixed curriculum inherited from past centuries. ” (Caperton and Papert, 1999, p. 4) In the social context, there needs to be revitalized changes in the education

system. As people become more involved in the digital age, more and more individuals see the irrelevancy of going to school and educational institutions.

“ As the slow evolution of school lags further and further behind the rapid evolution of society, increasing number of students all over the world see school as irrelevant to life. (Caperton and Papert, 1999, p. 4) The last part looks into the moral imperative of inducing changes. It pertains to the responsibility of everyone to create changes because it is needed not only by students but also of society. The situation right now calls for a greater improvement of the educational system that has long been characterized to be traditional and slow evolving. Caperton and Papert argue that “ because of our technology we can restructure our education system. ” (Caperton and Papert, 1999, p. 4)

Critically analyzing this initiative by Caperton and Papert, it can be argued that indeed such initiatives are important. Society and individuals are constantly evolving and thus changes are inevitable. However, one must be critical and careful in inducing the proper amount of transformation to these sectors. As we may know, inducing changes also has its own setbacks and drawbacks in the short and long term. As instigators for changes, each of us must responsibly adapt and accept these developments as a necessary means to improve and grow.

To conclude, the developments brought about by technology and the digital age has created means for inducing changes particularly in the educational sector. There needs to be a revitalized approach in facilitating education not

only to students but to educators as well. Though there might be setbacks and implications, society must actively create responsible and efficient mechanisms and practices that will ensure such transformation can be possible.

Reference

http://www.papert.org/articles/Vision_for_education.html