Source A

Source B
Wordsworth, William. "The World Is Too Much With Us." 1806.

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.—Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.

Source G

Arafeh, Sousan, Doug Levin, Lee Rainie, and Amanda Lenhart. "The Digital Disconnect: the Widening Gap Between Internet-Savvy Students and Their Schools." *Pew Internet and American Life Project*. 14 Aug. 2002.

There is no single way to describe how these students use the Internet for school. Rather, students make reference to five different metaphors for how they think about and use the Internet for school:

- **The Internet as virtual textbook and reference library.** Much like a school-issued textbook or a traditional library, students think of the Internet as the place to find primary and secondary source material for their reports, presentations, and projects. This is perhaps the most commonly employed metaphor of the Internet for school—held by both students and many of their teachers alike.
- **The Internet as virtual tutor and study shortcut.** Students think of the Internet as one way to receive instruction about material they are interested in or about which they are confused or unclear. Others view the Internet as a way to complete their schoolwork as quickly and painlessly as possible, with minimal effort and minimal engagement (For some, this includes viewing the Internet as a mechanism to plagiarize material or otherwise cheat).
- **The Internet as virtual study group.** Students think of the Internet as an important way to collaborate on project work with classmates, study for tests and quizzes, and trade class notes and observations.
- **The Internet as virtual guidance counselor.** Students look to the Internet for guidance about life decisions as they relate to school, careers, and postsecondary education.
- **The Internet as virtual locker, backpack, and notebook.** Students think of the Internet as a place to store their important school-related materials and as a way to transport their books and papers from place to place. Online tools allow them to keep track of their class schedule, syllabi, assignments, notes, and papers.

These metaphors of how students think about the Internet are not mutually exclusive. They operate in a parallel fashion in their minds. The most Internet-savvy students—particularly those that are the most industrious at multitasking—are able to shift effortlessly and unconsciously among any or all of them during any one online session.

- *"You can do so many things at once. Like, if I'm on the Internet, I'm researching, doing homework, downloading music, and talking to people, and like, looking at Web sites…I do like five things at once on the Internet…and that's good."* **– High School Girl**
- *"Without the Internet, my work for school would be done in a much different way and would take a whole lot longer to do."* **– Middle School Boy**

It is this way—really, *these ways*—of thinking about the Internet for school that separates these Internet-savvy students from their teachers, school administrators, and parents—all those who seem to students to be struggling to figure out how to introduce the Internet into the educational ecosystem.

Source H

Meyer, Leila. "Survey Finds Strong Support for Educational Technology." *The Journal*. 14 March 2011.

Most educational leaders around the world support technology in education and believe it is increasingly transforming teaching and learning, according to an international survey commissioned by Cisco and conducted by Washington, DC-based Clarus Research Group. The survey revealed that education is transitioning to the new "connected learning" networked economy, which requires technological skills development for increased global competitiveness in education.

Clarus conducted telephone interviews with 500 educational administrators and information technology decision-makers in 14 countries across five continents. Half of the respondents were from K-12 schools, and the other half were from colleges and universities.

The majority of people surveyed indicated they see potential for technology to improve student employment prospects, distance education opportunities, student engagement, communication and collaboration, and research capabilities. Most also said they see technology as a way to reduce costs. However, online security rates high on the list of concerns.

The three teaching and learning issues affected by technology rated most critical were teamwork and project-based learning, student engagement, and preparation for the workforce.

Eighty-six percent of respondents indicated a need for programs and curriculum that help students develop teamwork skills. The survey concluded that increased availability of collaboration tools is helping to foster teamwork and project-based learning.

Eighty-five percent of respondents reported they believe technology plays an increasingly large role in student engagement and participation. They said most students seem to enjoy using technology in the classroom and also indicated technology enables teachers to tailor lessons to the needs of each student, rather than leave some students behind or pace teaching for the slowest learners. Teachers who have used computers to teach math, for example, found that the technology allowed students to progress at their own pace while also freeing the teachers to spend more time with students who needed extra help.

Eight-three percent of respondents considered educational technology critical to preparing students to compete in a global economy and ensuring their employability after graduation. Those surveyed said technology must be incorporated into the core curriculum so students will be ready to engage in the increasingly connected "workforce of tomorrow" that requires them to understand how to use technology effectively.

Other issues of importance identified in the survey included:

- Using technology to improve communications with students, parents, faculty, and staff;
- Protecting students from Internet abuse;
- Strengthening on-campus data security;
- Using "presence" technology in teacher training and staff development;
- Using technology to reduce administrative costs and improve cost-efficiency;
- Embedding video and multimedia in the learning process;
- Investing in data-driven assessments and decision-making systems; and
- Expanding online international education.

The priorities of survey respondents varied by region. Those in the Asia-Pacific region focused on improved communications with students, improved research infrastructure and capabilities, and preparing the workforce of the future. European respondents focused on funding, online security, international presence, research infrastructure and capabilities, and online international curricula. Respondents from emerging markets focused on preparation for a global economy, student attendance, and employability. Latin American respondents had the highest hopes overall for educational technology and its positive effects on society.

Source I

Kingsley, Patrick. **"**The Art of Slow Reading: Has endlessly skimming short texts on the internet made us stupider? An increasing number of experts think so - and say it's time to slow down." *The Guardian*. 14 July 2010.

If you're reading this article in print, chances are you'll only get through half of what I've written. And if you're reading this online, you might not even finish a fifth. At least, those are the two verdicts from a pair of recent research projects – respectively, the Poynter Institute's Eyetrack survey, and analysis by Jakob Nielsen – which both suggest that many of us no longer have the concentration to read articles through to their conclusion.

The problem doesn't just stop there: academics report that we are becoming less attentive book-readers, too. Bath Spa University lecturer Greg Garrard recently revealed that he has had to shorten his students' reading list, while Keith Thomas, an Oxford historian, has written that he is bemused by junior colleagues who analyse sources with a search engine, instead of reading them in their entirety.

So are we getting stupider? Is that what this is about? Sort of. According to *The Shallows*, a new book by technology sage Nicholas Carr, our hyperactive online habits are damaging the mental faculties we need to process and understand lengthy textual information. Round-the-clock news feeds leave us hyperlinking from one article to the next – without necessarily engaging fully with any of the content; our reading is frequently interrupted by the ping of the latest email; and we are now absorbing short bursts of words on Twitter and Facebook more regularly than longer texts.

Which all means that although, because of the internet, we have become very good at collecting a wide range of factual titbits, we are also gradually forgetting how to sit back, contemplate, and relate all these facts to each other. And so, as Carr writes, "we're losing our ability to strike a balance between those two very different states of mind. Mentally, we're in perpetual locomotion".

Still reading? You're probably in a dwindling minority. But no matter: a literary revolution is at hand. First we had slow food, then slow travel. Now, those campaigns are joined by a slow-reading movement – a disparate bunch of academics and intellectuals who want us to take our time while reading, and re-reading. They ask us to switch off our computers every so often and rediscover both the joy of personal engagement with physical texts, and the ability to process them fully.

"If you want the deep experience of a book, if you want to internalise it, to mix an author's ideas with your own and make it a more personal experience, you have to read it slowly," says Ottawa-based John Miedema, author of Slow Reading (2009).

. . .

But what's clear is that our era's technological diarrhoea is bringing more and more slow readers to the fore. Keith Thomas, the Oxford history professor, is one such reader. He doesn't see himself as part of a wider slow community, but has nevertheless recently written – in the London Review of Books – about his bewilderment at the hasty reading techniques in contemporary academia. "I don't think using a search engine to find certain key words in a text is a substitute for reading it properly," he says. "You don't get a proper sense of the work, or understand its context. And there's no serendipity – half the things I've found in my research have come when I've luckily stumbled across something I wasn't expecting."

. . .

But Hitchings also feels that clear-cut distinctions between slow and fast reading are slightly idealistic. "In short, the fast-slow polarity – or antithesis, if you prefer – strikes me as false. We all have several guises as readers. If I am reading – to pick an obvious example – James Joyce, slow reading feels appropriate. If I'm reading the instruction manual for a new washing machine, it doesn't."

. . .

What's to be done, then? All the slow readers I spoke to realise that total rejection of the web is extremely unrealistic, but many felt that temporary isolation from technology was the answer. Tracy Seeley's students, for example, have advocated turning their computer off for one day a week. But, given the pace at which most of us live, do we even have time? Garrard seems to think so: "I'm no luddite – I'm on my iPhone right now, having just checked my email – but I regularly carve out reading holidays in the middle of my week: four or five hours with the internet disconnected."

. . .

Personally, I'm not sure I could ever go offline for long. Even while writing this article I was flicking constantly between sites, skimming too often, absorbing too little; internet reading has become too ingrained in my daily life for me to change. I read essays and articles not in hard copy but as PDFs, and I'm more comfortable churning through lots of news features from several outlets than just a few from a single print source. I suspect that many readers are in a similar position.

But if, like me, you just occasionally want to read more slowly, help is at hand. You can download a computer application called Freedom, which allows you to read in peace by cutting off your internet connection. Or if you want to remove adverts and other distractions from your screen, you could always download offline reader Instapaper for your iPhone. If you're still reading, that is.

Source K

Huxley, Aldous. Excerpt from *Brave New World*. 1932.

"The principle of sleep-teaching, or *hypnopædia*, had been discovered." The D.H.C. made an impressive pause.

The principle had been discovered; but many, many years were to elapse before that principle was usefully applied.

"The case of Little Reuben occurred only twenty-three years after Our Ford's first T-Model was put on the market." (Here the Director made a sign of the T on his stomach and all the students reverently followed suit.) "And yet …"

Furiously the students scribbled. "*Hypnopædia, first used officially in A.F. 214. Why not before? Two reasons. (a) …*"

"These early experimenters," the D.H.C. was saying, "were on the wrong track. They thought that hypnopædia could be made an instrument of intellectual education …"

(A small boy asleep on his right side, the right arm stuck out, the right hand hanging limp over the edge of the bed. Through a round grating in the side of a box a voice speaks softly.

"The Nile is the longest river in Africa and the second in length of all the rivers of the globe. Although falling short of the length of the Mississippi-Missouri, the Nile is at the head of all rivers as regards the length of its basin, which extends through 35 degrees of latitude …"

At breakfast the next morning, "Tommy," some one says, "do you know which is the longest river in Africa?" A shaking of the head. "But don't you remember something that begins: The Nile is the …"

"The - Nile - is - the - longest - river - in - Africa - and - the - second - in - length - of - all - the - rivers - of - the - globe …" The words come rushing out. "Although - falling - short - of …"

"Well now, which is the longest river in Africa?"

The eyes are blank. "I don't know."

"But the Nile, Tommy."

"The - Nile - is - the - longest - river - in - Africa - and - second …"

"Then which river is the longest, Tommy?"

Tommy burst into tears. "I don't know," he howls.)

That howl, the Director made it plain, discouraged the earliest investigators. The experiments were abandoned. No further attempt was made to teach children the length of the Nile in their sleep. Quite rightly. You can't learn a science unless you know what it's all about.

"Whereas, if they'd only started on *moral* education," said the Director, leading the way towards the door. The students followed him, desperately scribbling as they walked and all the way up in the lift. "Moral education, which ought never, in any circumstances, to be rational."

"Silence, silence," whispered a loud speaker as they stepped out at the fourteenth floor, and "Silence, silence," the trumpet mouths indefatigably repeated at intervals down every corridor. The students and even the Director himself rose automatically to the tips of their toes. They were Alphas, of course, but even Alphas have been well conditioned. "Silence, silence." All the air of the fourteenth floor was sibilant with the categorical imperative.

Fifty yards of tiptoeing brought them to a door which the Director cautiously opened. They stepped over the threshold into the twilight of a shuttered dormitory. Eighty cots stood in a row against the wall. There was a sound of light regular breathing and a continuous murmur, as of very faint voices remotely whispering.

A nurse rose as they entered and came to attention before the Director.

"What's the lesson this afternoon?" he asked.

"We had Elementary Sex for the first forty minutes," she answered. "But now it's switched over to Elementary Class Consciousness."

The Director walked slowly down the long line of cots. Rosy and relaxed with sleep, eighty little boys and girls lay softly breathing. There was a whisper under every pillow. The D.H.C. halted and, bending over one of the little beds, listened attentively.

"Elementary Class Consciousness, did you say? Let's have it repeated a little louder by the trumpet."

At the end of the room a loud speaker projected from the wall. The Director walked up to it and pressed a switch.

"… all wear green," said a soft but very distinct voice, beginning in the middle of a sentence, "and Delta Children wear khaki. Oh no, I don't want to play with Delta children. And Epsilons are still worse. They're too stupid to be able to read or write. Besides they wear black, which is such a beastly colour. I'm *so* glad I'm a Beta."

There was a pause; then the voice began again.

"Alpha children wear grey They work much harder than we do, because they're so frightfully clever. I'm really awfuly glad I'm a Beta, because I don't work so hard. And then we are much better than the Gammas and Deltas. Gammas are stupid. They all wear green, and Delta children wear khaki. Oh no, I *don't* want to play with Delta children. And Epsilons are still worse. They're too stupid to be able …"

The Director pushed back the switch. The voice was silent. Only its thin ghost continued to mutter from beneath the eighty pillows.

"They'll have that repeated forty or fifty times more before they wake; then again on Thursday, and again on Saturday. A hundred and twenty times three times a week for thirty months. After which they go on to a more advanced lesson."