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**Text Analysis of *"How Technology Is Changing the Future of Higher Education"***

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**Introduction**

Technology is rapidly transforming every sector, with education being one of the most impacted areas. A recent article by Jon Marcus, “How Technology Is Changing the Future of Higher Education,” examines how digital tools like AI-powered tutors, virtual classrooms, and innovative learning models reshape traditional educational experiences. This analysis will evaluate Marcus's use of rhetorical appeals—ethos, pathos, and logos—in his argument while critiquing the strengths and limitations of his approach. By comparing Marcus’s article with another opinion-based text from *The Atlantic*, this paper highlights contrasting perspectives on the role of technology in higher education, providing a broader understanding of this complex topic. *Can digital innovation replace the irreplaceable human connection in classrooms?* This thought-provoking question frames the exploration of Marcus’s optimistic view.

**Rhetorical Appeals: Ethos, Pathos, and Logos**

* **Ethos (Credibility)**  
  Marcus builds credibility by referencing well-known institutions such as Georgia Tech, where advanced AI technology has already been implemented. By citing real-life applications, he reinforces his argument with tangible examples, moving the discussion from theory to practice. The author’s affiliation with *The New York Times*, a reputable news outlet, further bolsters his authority on the subject.
* **Pathos (Emotion)**  
  Though pathos is less dominant, Marcus incorporates it by discussing how technological advancements could alleviate the financial strain on students. The idea of affordable education has strong emotional resonance, especially in light of rising tuition costs. This appeal to accessibility connects with readers who empathize with students struggling with college expenses, making the benefits of educational technology feel both urgent and relevant.
* **Logos (Logic)**  
  Logos is the primary appeal in Marcus’s article, as he backs his claims with detailed data, case studies, and logical reasoning. For instance, he highlights AI-driven virtual assistants and subscription-based tuition models that aim to make education more efficient and affordable. His logical approach speaks to readers who appreciate data-backed arguments, making his case more compelling for a tech-savvy audience interested in practical applications.

**Critique of the Article**   
While Marcus presents a compelling vision of technology’s role in education, his analysis lacks a balanced exploration of its challenges. One major gap is the digital divide, which affects low-income students’ access to these emerging tools. By not discussing this, Marcus overlooks a critical factor that could limit the benefits of digital education for all students. Privacy concerns, especially with AI’s data collection, also go unaddressed, potentially undermining student trust in these technologies.

Additionally, Marcus’s optimism seems to overlook how technology may fail to replicate the interpersonal interactions essential to certain fields. For instance, subjects that rely on hands-on or experiential learning, such as art or healthcare, may be less adaptable to virtual settings. A more nuanced argument, including a discussion of when traditional methods might still be preferable, could strengthen Marcus’s perspective.

**Comparison with *The Atlantic* Article**

An opinion piece from *The Atlantic* presents a more cautious approach to educational technology, particularly regarding online learning's limitations during the pandemic. While Marcus champions technology as a pathway to accessibility, *The Atlantic* emphasizes the value of in-person interactions that digital platforms cannot easily replicate. This comparison shows Marcus’s article as more optimistic, focusing on technological potential, while *The Atlantic* advocates for a balanced approach that integrates technology without forsaking traditional methods. Such a contrast provides a broader view of the subject, encouraging readers to consider both the opportunities and limitations of tech-driven education.

**Conclusion**

In conclusion, Jon Marcus’s article provides valuable insights into how technology shapes the future of higher education. His use of logos through case studies and logical structure is particularly persuasive, though a more balanced discussion of the potential downsides could enhance his argument. Ultimately, while digital innovation presents promising solutions, a hybrid approach that includes both technology and traditional methods may offer the most meaningful educational experience. As we move forward, it remains essential to ask: *Will technology truly replace in-person experience, or is it best seen as a powerful supplement to it?*

# Works Cited

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