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

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**Introduction**

Technology is reshaping industries across the globe, and education is no exception. In Jon Marcus’s article *"How Technology Is Changing the Future of Higher Education,"* the focus is on how digital tools such as AI-powered tutors and virtual learning models transform the educational experience. This paper analyzes the rhetorical strategies used by Marcus, focusing on his use of ethos, pathos, and logos to support his claims. Additionally, I critique the article’s limitations and compare it to another opinion-based piece to explore diverse perspectives on technology in education.

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

1. **Ethos (Credibility)**
   * Marcus establishes his credibility by referencing specific institutions like Georgia Tech and Boise State, where technologies like AI tutors are already in use. This shows readers that the discussion is based on real-world examples rather than theoretical speculation.
2. **Pathos (Emotion)**
   * Although pathos is not the dominant appeal, Marcus still engages readers emotionally by addressing how innovative models could reduce the financial burden on students. The idea of more accessible education resonates with anyone concerned about the rising costs of tuition.
3. **Logos (Logic)**
   * The most prominent rhetorical strategy in the article is logos. Marcus supports his argument with data, case studies, and statistics, demonstrating how technology is being used effectively in higher education. For example, he discusses AI-driven tools like virtual teaching assistants and subscription-based tuition, which logically appeal to readers interested in the practical application of new models.

**Critique of the Article**

While Marcus presents a compelling case for how technology is transforming education, the article could be more balanced by addressing potential downsides. One major issue that is not fully explored is the **digital divide**, which limits access to technology for some students. Additionally, Marcus could have discussed the **privacy concerns** involved with AI tools, especially in collecting and managing student data.

Another area where the article falls short is its emphasis on innovation as a solution to all educational challenges. While technology can certainly enhance learning, it cannot fully replicate hands-on, or in-person experiences essential for certain subjects. A more nuanced discussion about combining traditional teaching with new technologies would have strengthened the argument.

**Comparison with Another Article**

A similar opinion-based article from *The Atlantic* takes a more cautious view of technology in education. It focuses on the challenges of moving to online learning during the pandemic, emphasizing that while technology is useful, it is not a complete replacement for in-person interaction. Comparing both articles reveals that Marcus is more optimistic about the role of technology, while the *Atlantic* piece highlights the importance of balance and thoughtful implementation.

**Conclusion**

Marcus’s article provides a thought-provoking look at how technology is shaping the future of higher education. His use of logos is particularly effective, though the article could benefit from a deeper discussion of the challenges that come with technological advancements. Ultimately, while innovation offers promising solutions, the education sector must also ensure that these changes are inclusive, secure, and meaningful.

# Works Cited

Marcus.Jon. "How Technology Is Changing the Future of Higher Education." 20 February 2020. <https://www.nytimes.com/2020/02/20/education/learning/education-technology.html>.