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TECHNOPHILIA OR TECHNOPHOBIA FOR THE XXI CENTURY EDUCATION

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ABSTRACT

Technophilia or technophobia? This question about love/hate towards new technologies circumscribes two approaches: on the one hand, we could leave education in the hands of technology; on the other hand, we could leave technology in the hands of education. The present research projects these two possibilities, pointing out their advantages, disadvantages, ethical and technical limits. Indeed, this is an increasingly recurrent question in the educational debates of the 21st century, as the fervent scientific and technological development portends the possibilities of human improvement and the challenges that would entail the destruction of humanity itself. For this reason, contemporary bioethical discourses are increasingly focused on dignity, freedom, wholeness and, in short, on the search for human flourishing. With this theoretical frame of reference, the main objective of this research is to reflect from a critical perspective on the challenges and possibilities of transhumanism in education, in the face of the potential of new technologies and the dangers they portend. Methodologically, this is a qualitative research with a theoretical perspective. The documentary analysis of the selected sources on transhumanism, new technologies and education has been structured around four axes: 1) capabilities, performance and possibilities of human improvement; 2) identity and dignity; 3) freedom and progress; 4) ubiquity, automatic learning and critical thinking. In the light of what has been studied, the results of the research show that current education is facing a crisis of intention-quality, which could lead to the end of its uniqueness, if technological uniqueness were to prevail. From this perspective, as a conclusion, it is essential to outline a new look at the parameters of liquid modernity or postmodernity, thus opening the discussion between the possibilities of progress and those of its renunciation.

Keywords: 21st century, education, transhumanism, human enhancement, ubiquitous learning