

Book Review:**Watch IT: The risks and promises of new information technologies**

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Chapter 1**The Risky Promises and Promising Risks of New Information Technologies for Education**

This chapter develops the conceptual and appreciative orientation which provides a basis for the argument of the whole text. This orientation has been built mainly within three challenges to the conventional thinking about new technologies and education: the first challenge questions the phrase "information technology" as a way of characterizing some of them; the second proposes a relational view (instead of instrumental) of technology; and, the third argues for the so-called "post-technocratic" perspective in terms of public policies.

Chapter 2**Dilemmas of Access and Credibility: Access for Whom? Access to What?**

The issue of access is of great interest. Since new technologies acquire every time more importance for educative opportunities and for the involvement in the social, economical, political, and cultural dimensions, being excluded from them would imply a serious restriction to life chances. As a consequence, this chapter will show how access and credibility are related in the net, the latter being thought as an access quality issue in contrast with the access quantity.

Chapter 3**Hypertext: Knowledge at the Crossroads.**

This chapter presents some of the inherent possibilities and risks of hypertextual learning systems. New sources and technical methods for organizing information object the traditional ideas about what a text is, what reading various means or sources of information means, and which the relation between an author and a reader is. Here, the quantitative change (change in the amount of textual information which can be accessed, access speed, quantity of possible links among textual components) can trigger a qualitative change in the reading and knowledge-building processes.

Chapter 4**Critical reading on Internet**

This chapter shows more in detail the characteristics of two ways of reading (those of critical readers and hyper-readers), and also presents the relations between them, together with the exploration of the criteria under which the acquisition of a critical view constitutes an educational objective of paramount importance.

Chapter 5**Misinformation, Malinformation, Messed-Up Information, and Mostly Useless Information: Is Censorship the Best Response?**

Internet's scope ranges from what is useful, important and fascinating to what is trivial, of bad taste and inappropriate. The problem arises when different people view the same information in radically different ways. This chapter analyzes four different types of contents which trigger these types of reactions, which some users may find irritating, disappointing, etc, and which can entail and become an access problem if it drives away potential participants (and beneficiaries). For those who stay in Internet and keep on using it, the real beneficiary will be affected by users' ability to discern what they find. By acquiring experience, they will be capable of drawing up their own strategies to find and judge information; the challenge then consists in providing them

viable guidelines, helping them to start up without feeling frustrated, frightened or discouraged.

Chapter 6

Surveillance & Privacy: Can Technology Protect What Technology Takes Away?

This chapter presents the debate arisen by the increase of surveillance technology and its more and more invasive extension to the "private" space of people. The privacy concept is reconsidered together with its modification in various contexts, specially in education. It also presents the question of who the policies eroding the traditionally called private field support or protect.

Chapter 7

Information for sale: Commercialization & the Educational Potential of the Internet

This chapter begins with a reflection on the subordination of the huge educative potential of television to commercial interests. The authors try to draw a parallelism with Internet, and formulate the following questions: to what extent will this phenomenon repeat itself in Internet? Which will the cost for teachers and schools be? As a part of this critical analysis of the educational promises and the risks of these new information and communication technologies, it is necessary to evaluate these costs, not only with respect to the capital but also in relation to consumers and commercial messages embedded in the education given to children and youths.

Chapter 8

What Kind of Community Can the Internet Be?

This chapter presents a series of issues which mainly refer to: What does fostering and keeping Internet as a educative community mean?, and which barriers is society currently building that, intentionally or not, hinder this potential crystallization? This chapter analyzes concepts such as "community", community conditions (those conditions mediating the community, political conditions, the space and the place as community conditions), online community conditions (those conditions mediating virtual communities, political conditions of online communities, (the space and the place as conditions for online communities). Finally, the following question is posed: Does Internet constitutes an educative community?

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