# Article information:

Information technologies, literacy, and cognitive development: an ecolinguistic view - ScienceDirect  
<https://www.sciencedirect.com/science/article/pii/S0388000121000140>

# Article summary:

1. The article questions the belief that the IT revolution enhances human cognitive development and identifies two methodological pitfalls in modern education that contribute to a decline in young intellects.

2. The article argues for a systems approach to humans as linguistic organisms, emphasizing the biological function of language as a cognitive-semiotic ability and the role of literacy in enhancing abstract thought.

3. The article suggests that the use of information technologies, particularly virtual reality, hinders cognitive development by depriving young individuals of essential formative experiences with operations on second-order abstractions.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Information technologies, literacy, and cognitive development: an ecolinguistic view" raises concerns about the impact of information technologies on human cognitive development. The author argues that the widespread use of IT in education has led to a decline in intellectual abilities among young people. However, upon closer analysis, several potential biases and shortcomings can be identified in the article.

Firstly, the article presents a one-sided view by focusing solely on the negative effects of information technologies on cognitive development. It fails to acknowledge any potential benefits or positive aspects of IT in education. This lack of balance undermines the credibility of the argument and suggests a biased perspective.

Secondly, the article makes unsupported claims about the decline in intellectual abilities among young people without providing sufficient evidence or data to support these assertions. While it mentions statistics regarding functional illiteracy rates, it does not establish a direct causal link between information technologies and declining cognitive skills.

Furthermore, the article overlooks important factors that could contribute to changes in cognitive development, such as shifts in teaching methods, curriculum design, or socioeconomic factors. By solely attributing the decline to information technologies, it oversimplifies a complex issue and neglects other potential influences.

The article also lacks exploration of counterarguments or alternative perspectives. It does not engage with research or theories that may challenge its claims or offer different explanations for observed trends in cognitive development. This omission weakens the overall argument and limits its validity.

Additionally, there is a promotional tone throughout the article that suggests a bias towards traditional forms of literacy (reading and writing) over newer forms facilitated by information technologies. The author implies that reading and writing are superior modes of cognition compared to digital interactions without providing substantial evidence for this claim.

Overall, while the article raises valid concerns about the impact of information technologies on cognitive development, it falls short in providing a comprehensive analysis. Its biases towards traditional literacy practices and lack of balanced reporting undermine its credibility and limit its usefulness as a source of information.

# Topics for further research:

* Benefits of information technologies in education
* Research on cognitive development and teaching methods
* Factors influencing cognitive development in young people
* Alternative perspectives on the impact of information technologies on cognitive skills
* Comparing traditional literacy with digital literacy
* Critiques of the ecolinguistic view on information technologies and cognitive development

# Report location:

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