# Verkottuva maailma ajattelun välineenä

**Professori Tapio Varis, UNESCO Chair in Global e-Learning**
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Very glad to talk to you.
Ainura
211 Toktogula str.
Bishkek, 720010, Kyrgyz Republic
Tel.: (+996 312) 900 - 820
Fax.: (+996 312) 900 - 830
web site: www.teachex.edu.kg

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# Mr. Koichiro Matsuura
## DG Unesco

- "It is necessary to build up large movement to humanize globalization, based on solidarity, on the spirit of caring for and sharing with others"
- Open Educational Resources (OER) initiative as a cooperation mechanism for the open, non-commercial use of educational resources

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# Basic conceptions

- Awareness
- Consciousness
- Communication (networks)
- Media
- Knowledge

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# Awareness

- Relation to knowledge
- e-Knowledge
- "The context of knowledge is especially critical in today´s global marketplace. Individuals and organizations must deal with multiple contextual meanings to an extent that would have seemed obsessive only ten years ago"
  (Paul Lefrere 2003)

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# Tools of the Mind

- Sound
- Sight
- Brains
- Touch
- Telepresence

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## Media

- "…each of the so-called "media" does far more than this (moving information): it makes possible thought processes inconceivable before" (Walter Ong 1977)
- "Orality and Literacy" (1982)
- "Secondary orality" = electronic media (generates a sense for groups immeasurably larger than those of primary oral culture – McLuhan´s ´global village´)

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## The Mission of the University (GUS)

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## Consciousness

- the self or individuated mind and its orientations to exterior life
- collective consciousness (culture)

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## Communication

- Communion, sharing (Debray)
- Mediation (communicating between people)
- Communication, education (Dewey)
- Global network (ICT technology)
- Local network (meanings)
- "Space has vanished and time ceased to exist (McLuhan)
- Space-biased, time-biased communication (Innis)

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## Mediation: The Oral-Literacy Theorems

- Primary oral culture (no literate modes of communication): additive, aggregative, redundant, conservative (memorized)
- Writing/print brings with it much more than mere ways of recording oral speech – writing restructures consciousness
- Electronic media: secondary orality

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## Regis Debray (1995)

- Writing: logosphere, origin in Asia-Byzantium – the truth is theological
- Printing: graphosphere, centre in Europe – the truth is aesthetic
- Audiovisual: videosphere, centre in New York – the truth is economic

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## Educational revolutions

- The phonetic alphabet
- Printing
- Telematics (computers connected to networks)

## Period of transition

- Traditional print and electronic media were introduced within a period of reasonable length and with a rough estimation of the economic and social impacts
- New media are being introduced with a speed that hardly anyone has time or ability to assess all of the consequences

## 21st Century Literacy Summit Berlin, 7-8 March 2002

- technology literacy
- information literacy, contextual literacy
- global literacy
- media creativity
- social competence and responsibility

## Knowledge management

- Anticipating changes in working life and in industrial structures
- Incentives for the development of know-how (taxation practices etc)
- Wide-scale cooperation

## Universal vs unique

- Economists and technologists bring the "bits", social scientists and humanists the "wits" (Kenneth Boulding)
- Global nature of markets
- Universality of values
- Uniqueness of forms

## Awareness and belongingness

- Value crises, identities problem, powerlessness
- Problems of world order: politics (leadership), economy (how to understand knowledge resources), culture (mixing globalization and universalism and forgetting the uniqueness of cultures, languages, and value systems)
- Technology: alternative technology, alternative media, alternative culture, etc.

## New Renaissance Education

- The study of complexity has brought science closer than ever to art
- Knowledge has gone through a cycle from non-specialism to specialism, and now back to interdisciplinarity, even transdisciplinarity
- Art deals with the sensual world (media as the extension of senses) and the holistic concept of human being

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(kuin herra Oblomov Pietarissa…)

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