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CONFERENCE PROCEEDINGS

9-10 NOVEMBER 2020
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NEW PARADIGMATIC RELATIONS BETWEEN FACE TO FACE AND VIRTUAL EDUCATION – FROM ‘HOMO LUDENS’ TO ‘HOMO VIRTUALIS’ IN THE MODERN ACADEMIC PROCESS OF EDUCATION

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Abstract

Introduction: With the development of social networks and the inevitability of new technologies in everyday life, academical learning has made a giant turn in the methodologies used, the style, in the whole learning process. The teachers nowadays have new functions and characteristics and students have been placed in an absolutely new role.

Studding is a two-way cognitive process, social and psycho-physical phenomenon and the aggressive invasion of distance learning will cause an inevitable transformation for both sides included in the process.

The paper aims: In this paper will be discussed the educational side of the technology and it's purposes as well as the ethical and anthropological aspects of the technological invasion. Further the effect of minimizing the face to face interaction and what is the role of the reorganization of the academic community. How to create the suitable conditions for mutual influence- tutoring and learning. Also, what will be the new perceptions and spread of knowledge.

Goal and Objectives: The main goals and objectives of the paper are to explore and research the behavior and reflection of the information university environment of the both sides (professors and students) in the process of education. The research underlines the results of experimental works and specifics of extraordinary situation for many universities all over the world. It offers some solutions based on experimental research in the field. How will the role of the professors and students develop and change in terms of there relations, and further to present the new balanced conception between virtual and classical methods of educating and learning.

Methodology: The chosen methodology of the research corresponds to the type of scientific work provided. The so-called ‘Architectural Approach’ forms the main contemporary toolbox of the modern change. This methodology is used in such cases and can corespond to the intended and conducted research.

Conclusion: Scientific and technological revolution and the enormous development of the IT sector will result in evolutional, ethical and anthropological transition in the roles of the students and the educators. ‘Homo ludens’ becomes ‘homo virtualis’ and ‘homo sapiens’ evolves with the support of technologies. There are ‘growth errors’ in the process, but will the AI defeat creativity is a matter of balance, which is fundamental in the modern didactic teachings. Is a reconciliation of mutual interest possible in the name of progress and the scientific achievements? This is the central question of the paper and more: is there the Golden ratio between virtual and classical approach for education. If we summarize the results of this research we have reach out to a new creative and innovative conceptual model of learning and teaching in new information civilization.

Keywords: education, conceptual model, innovation, knowledge, technology, information, balance.

1 INTRODUCTION

The world shut down at home and opened up to a new kind of culture based on socialization through Internet. University education has entered the electronic environment with a flying start and is already a fact. Just as the spirit cannot be quarantined, nor can the thirst for knowledge. Life has moved in a new direction and raises new questions about the way of learning in the future and the opportunities for its improvement. An urgent question is the quality of the learning process. Another one is related to workload – staring at the screen for hours on is exhausting. Lack of direct contact with colleagues and teachers raises the level of anxiety, creates a feeling of insecurity, and leads to disorders. The endless human potential faces the unlimited possibilities and the fast development of modern information

technologies. The latest pandemic crisis has shown that university education in the classical, academic way is becoming increasingly complex and difficult to access. On the other hand, virtual forms of education and literacy enter all spheres and areas of teaching and learning, offering a number of opportunities, but also issues related to limitations which we were not aware of before the global pandemic came about.

2 EDUCATION DURING A CRISIS

The basic principle of remote-teaching is to preserve the interest in the discipline and to develop knowledge in an online environment, which does not contradict the strategic goals of higher education. As Bill Gates said back in 1999: "...the era of personal computers has caused a real revolution that has affected millions of people. It took us where we could not have imagined. ... Today we are embarking on a new great journey. No one can predict where we will end up on this path, but I am confident that this revolution will touch even more people and move society far forward. Radical changes will occur primarily in communication between people", that change has taken place [1]. Now the challenge is to improve the system for online-learning. This can be achieved through the joint work of teachers from different fields to create a dynamic software product aimed at research work in universities and education itself.

No doubt, virtual courses, lectures and webinars will help promote training and qualification opportunities more widely and quickly in a number of areas. Lately, online education has been gaining momentum and even subsistence status. In a matter of days, it became clear that it is possible for online lessons to start on the respective platforms and for students to continue their education from home. The advantages of online education advertised in each educational institution say that it is accessible and effective [2]. The working platforms offer the convenience of teaching at one's own pace and the teacher's and learner's location. In addition, modern students find the attractive opportunity to study anytime, anywhere. Another noteworthy option of modern distance learning is to increase the number and type of online courses in training programs at colleges and universities, which has made it possible to complete degrees in the educational process and graduation, as well as the defense of scientific degrees. Throughout the world, there is a clear trend showing that the pace of development of online learning is accelerating, given that in general, applications and enrollment for higher education have decreased. In the current 2020, the growth of learners in the virtual environment has exceeded all forecasts and expectations. The share of online learning has taken a permanent proportion in the market of educational practices and no rational justification foresees a retreat from the positions won in the aftermath of a pandemic [3].

3 ADVANTAGES OF THE VIRTUAL COURSES.

There are other reasons to choose online training. Comfort, ensuring attendance despite extraordinary circumstances, flexibility in planning and organizing crash courses. They allow students to cope more quickly with current tasks than with familiar and proven academic methods and forms. The other reason albeit not so crucial is the price of this type of training. It is far cheaper and affordable! Distance education allows students to move into real practice and start their careers and training in parallel with the acquisition of knowledge and degrees [4].

Another advantage, difficult to ignore, is the opportunity to create virtual communities, interest clubs and mutual help groups as well as facilitating and mediating the education of students with special needs. Let us now turn our attention to another very important problem for the future development of university structures. It is about the essence, mission and tasks of modern university education.

What is happening to the university's centuries-old fame and reputation as an area of communication and knowledge exchange?

'Universitas' means 'community'. In a number of traits, the university continues to follow its far and of course indirect model – the Medieval European university. According to the common and acknowledged definition, University (Latin universitas – common) is a specific structure for higher education and scientific research offering educational and scientific degrees in different scientific areas.

It is crucial to note that the word 'university' originates from the Latin term for "universitas magistrorum et scholarium", which means 'common' (a community of) teachers and students".

In its essence, the social mission of universities is to create and transfer human knowledge, as well as to develop the capacity of humans to create, transfer and put into practice that same knowledge.

Not coincidentally, earlier in this article, we placed the focus on the topic of (generally speaking) non-presence learning. A special focus in this (not financial, but definitely commercialized) process is the implementation of e-learning systems and the various systems and platforms for course management, learning management, course support and content management [5].

4 THE UNIVERSITY – IT'S A COMMUNITY OF TEACHERS AND STUDENTS.

Objectively activated by the imposed state of emergency in almost all countries in the world, universities have massively switched to online training. Honestly, this is a necessary measure to partially overcome the situation, but in no case should it be forgotten that this is a TEMPORARY MEASURE. The advocates of the so-called SMART university 'roll their sleeves' and do their best to promote their "SMART" educational environment. It is true that e-learning systems and the educational platforms based on them have their place in the modern educational process, but they can in no way and should not replace the natural community learning process in modern universities. After all, the UNIVERSITY IS A COMMUNITY OF TEACHERS AND STUDENTS. And this community definitely has its social commitments. In the modern academic processes of education the movement from 'homo ludens' to 'homo virtualis' has only temporary action (activity, character) [6].

The advent of e-learning systems (currently objectively supported by the pandemic situation) and their imposition as a future main component of university education is totally wrong. This type of training is more suitable for training robots than humans. If we extrapolate the total dominance of online learning, we will soon have to delete the word "university" from dictionaries and replace it with the word 'shop' (depending on the size, a 'supermarket') for the sale of diplomas.

However, we must not forget the fact that science and related education have on several occasions preserved their vitality by emancipating themselves from the current university environment. For example, the "School of Three Languages" (later the Collège de France) emerged as a counterpoint to the scholastic Sorbonne and the German polytechnics of the late 19th century, which created professional skills different from those in humanities universities.

It is obvious that the elements that are already neglected by the modern university may be relevant in the modern university educational environment. On the one hand, the debates, in the form of free conversation and exchange of opinions, visions and discussions, totally replaced the scholastic, monotonous "murmur" of the professors in front of the students. On the other hand, the level of social closeness between teachers and students has significantly increased by "removing" the floor and the podium, inherited from Greco-Roman antiquity and established in the Middle Ages as authoritarian, resembling the church pulpit ceremonialism and conditional division of space into the high kept to the possessor of the truth and the low, to the students who should be at the foot of the citadel to be conquered after the "initiation." [7].

As for the liberation of morals from hierarchical features and monotonous lecture style, we must admit with all our hearts that the dialogic dispute and the abolition of the submissive neophyteism inherent in the cadets in the schools known as prototypes of modern academic schools does not give the expected results and alas, does not testify to the overproduction of Renaissance personalities, leaders and authoritative specialists, who can be mentioned as equal in moral, ethical and professional terms with the legendary pupils of the schools described by the famous Hesse, as temples of the mystery "Glass Bead Game". The egalitarianism of the university environment nowadays seems to have made it easier for classrooms to be approached by lecturers with insufficient practice, lack of experience and authority in the field in which they present themselves as experts from an unconditionally proven class [8].

The current, modern style of academism actually denies the implication of togas and insignia, Latin rituals and formalities designed to lift the spirits and suggest a refuge to the untouchables of the vanity of the world and the mortal anxieties of the polis, as the Pythagorean school claimed in ancient Greece. With the introduction of the rational and utilitarian ability to look for particular and effective applicability of the acquired skills to increase productivity either in the field of spiritual or material values, the inherent aspiration of the information society with its new academies actually leads to the damage of significance and the greatness of inventions that bear the mark of a brand, a means of increasing consumption, but not as an incentive for spiritual growth and search in the direction of conquering the territories of the self. If we pay special attention to university education in Old Europe

and in particular if we take a snapshot of the situation in its southeastern part, we will unfortunately find that for a number of reasons shaping the ugly and odious nature of the so-called democratic transition, a sustainable link between business and higher education has not been established. Thus, universities have not been and still cannot meet the public need to train staff that are relevant to consumer demand [9].

If we analyze in depth the liberal educational doctrine, we could place as the basis of our analyzes the “philosophy of the soul” from the point of view of Socrates, as a pledge of immortality. On this basis, Jung later explained that the greatest enemy of knowledge is not ignorance but the illusion of knowledge. We must forget that Aristotle views the soul as a form of the human being that expresses his behavior and at the same time plays an important role in the process of knowledge formation. According to the philosopher, the human soul is not static, but internal, a purpose-filled principle, which represents the aspiration or reality to which man aspired. He divides human knowledge into three main areas: theoretical, technical and practical. In accordance with this division, he introduced three types of science (epistemai) - theoretical, technical and practical [10]. The goal of the theoretical sciences is knowledge for the sake of knowledge itself. The purpose of technical sciences is to create beautiful and useful objects. The goal of the practical sciences is to achieve a spiritual and moral level (i.e. values) of the individual. With this, Aristotle laid the foundations of rationalism by developing a new method of knowledge, namely logic, which at a later stage became a science that to this day will bear the ancestral marks of clumsy and one-sided obstetrics by liberal doctrine in education. Hours and training programs will suffer from multiple sclerosis in applying Aristotle’s identical approach to values, beginning with the science of ethics. The question of ethics, in our opinion, is the question that must be asked first when the topic of the prospects and future of education and university education is brought up [11].

5 CONCLUSION

Based on our research, it can take a long time to talk about the ethics in academic approaches and the attitude of modern educators, who will conceivably become robotic installations or systems with precisely calculated capabilities for maximum impact on cognitive skills and abilities of learners so as to cause maximum effect and maximum limit of acquisition.

Separation, distance and lack of contact with the environment of intellectual diffusion, as we would call it, the reflection of one’s own breath only on the computer screen or mobile device cannot and should not satisfy the spiritual aspirations of modern Homo Sapiens. Immediate impressions and subsequent influence posture, charisma, behavioral pattern, the speech act of the mentor – the teacher is a necessary component of modern education, right!

Where are the rules of the majestic “Glass Bead Game” for which the genius Hermann Hesse wrote perhaps the most exciting and insightful treatise on academicism. And what is the reason for the torturous crisis of leadership and the absence of bright examples in the ranks of the first empowered to trust them to entrust their future, entrusting them with the education and enlightenment of children? Questions that everyone probably asks themselves and maybe not [12], [13]. Because, as Hesse’s enlightened hero had said: Permit me to cite a remark of the Reverend Father Jacobus, which I noted down in the course of one of his private lessons: “Times of terror and deepest misery may be in the offing. But if any happiness at all is to be extracted from that misery, it can be only a spiritual happiness, looking backward toward the conservation of the culture of earlier times, looking forward toward serene and stalwart defense of the things of the spirit in an age which otherwise might succumb wholly to material things.” All in all, the above quote gives a logical, pragmatic and rational explanation of the new paradigmatic ratio and relations between face to face and tentatively virtual education.

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