

EDUCATIONAL PROGRESS IN THE VALENCIAN REGION

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Regarding the inclusion of Spanish University in the European Space for Higher Education, one of the lines of adaptation promotes the introduction of ICTs (Information and Communication Technologies) to the world of higher education as a complement to presential education. Such integration will change those educational models that had been used and will imply the design of teaching methodologies endowed with the necessary resources that guarantee educational processes of high quality.

It is out of question the fact that the ICTs have provided professors and teachers with some tools that were unthinkable just a few years ago. Only the advantages of new systems are usually taken into consideration, but not the disadvantages, which sometimes may be noticeable.

The main danger is the imposition of some change for which we do not have specific results. Six years ago, we visited the University of Nimega, in order to observe, in situ, the new systems results; we reached the conclusion that a bigger number of teachers is needed for the same number of students, i.e., we need more resources. In our opinion, it would be convenient to introduce the system in some pilot centres, where the advantages and disadvantages could be known beforehand, even by other centres.

The reduction of the degrees duration from 5 to 4 years does not seem to be the best way. It is as if a higher cost of education was compensated by a reduction in the number of years. We should bear in mind that, during the 5th year, it is not a 20% that is learned, but a higher percentage.

It is worth remembering what Plato said in “The Republic”:

“And after this period – I said – those men in their twenties who have been chosen, will receive more honours than the rest and that knowledge acquired during infant education will be given to him in a general vision of the existing relation between different disciplines, as well as between each of them and being nature.

“Because that one who has a vision of the whole is dialectic; but the one who does not have it, he is not”.

Present tendency searches for too much specialization – an updating of the Taylor systems- and this can be seen in many economic areas as well as at University. We have known for many years that the most economical way of production is the assembly row; but it is also known that this is the one that provides workers with less satisfaction; therefore, as a conclusion, we ask the following questions:

Are we not leaving apart creativity for productivity?

Do we clearly know where we are going and what we want?

How can Universities cooperate to make good use of the synergy coming from strong coordination and collaboration?

Which possibilities are there of exchanging some information about learning objects and learning modules?

These are some of the questions that have to be answered in the near future.