TECHNOLOGICAL ETHIC IN EDUCATION

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Abstract

Teaching models are traditionally based on passive learning processes in which knowledge is only automatically transferred. This could be a risk, because modern world is based on an "information-everywhere society", where people are bombed by massive information through one Googling-click. In this obviously changeable society, teaching cannot be merely technocratic, but it should encompass ethical goals and maintain classic values. Schools and Universities cannot stand apart from technology, but investing only in technology, like new devices as tablets or other electronic tools, as some pedagogues suggest, doesn't seem enough to develop the complex 21st century skills, such as critical thinking, original evaluation, horizontal connections, longitudinal reflections, and communication and interpretations refinement. Innovation in education occurs when a technological evolution endorses the Human Capital. This should be considered the main goal for educational institutions, whatever the technology and the historical moment.Technological progress raises the demand for skills, and human capital investments satisfy that demand, not only the physical investments. Economic growth in modern period requires educated workers, managers, entrepreneurs, and citizens so that modern technology must not only be put in place, but maintained, innovated and invented. Certain aspects of human capitals are particularly useful when combined with the most advanced technologies, to create productive uses of new technologies. The human capital contribution to growth crucially depends on the set of tasks used to interact quantitatively and qualitatively. In order to empower meta- human capital, learning should derive not only from a formal way of teaching or from the outside world in informal and not formal way. In this paper, the up-formal or "sovra-formal" way of teaching and learning will be studied. This is a modality surely permitted by rich knowledge technologies, but also by expertise and available tools in specialized labs, where the greatest and impending phenomena are studied. In this way, scholars and students can find the sublimation of the didactic experience. This generates a new function for educational institutions: to build a personal awareness which can give sense to experiences. In times of pressured public budgets, several countries face challenges to maintain or improve the quality of learning with few resources. For this reason, funds must be allocated to teacher training in order to obtain the maximum through intangible assets, embedding older learning traditions in current highly-connected environments. Teaching must be all-inclusive and accept the responsibility to offer innovation and promote cognitive self-development or psychological flexibility, reflecting responsible behavior.

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