



UNIVERSITY  
EDUCATION FACING  
THE SOCIAL AND  
TECHNOLOGICAL  
CHANGE:  
THE EVOLUTION FROM  
AN ANALOGIC CULTURE  
TO A DIGITAL ONE



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# 1. Higher educational institutions at a generational, technological and ideological crossroad

- **University crossroads due to change factors:**
  - New technologies
  - Forced confinement
  - Millennial generation
  - Change in values
  - Globalization

## 2.- Risk factors in the Higher Education system

- **Three determining change circumstances:**
  - Significant external pressure
  - Coherent alternatives
  - Dissatisfaction of persons involved:
    - **Student demotivation.**
      - Disconnection from market and society
      - University opacity. Endogamy.
      - Theoretical/Memoristic approach.
      - World in a continuous crisis scenario
    - **Docents demotivation**
      - continuous and demanding evaluation system of teaching staff (research/teaching/management)
      - impossibility of sharing teaching and research
      - duty of teacher to achieve excellence of the students
      - burn-out syndrome

# Students demotivation

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# Docent demotivation

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- Continuous evaluation of students
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# VUCA Factors:

- Volatility
- Uncertainty
- Complexity
- Ambiguity

### 3.- New roles

- Learning process = task for life
- Teacher's role = No longer repository of all knowledge, but a guide in the process of formation
- Encouragement of team learning/ using cyberspace
- Shared responsibility of students and teachers
- Make student to feel protagonist
- Implementation of ICTs/ Access to big data
- New important tools: Kanban/Trello/Airtable/Scrum

## Limitations:

- Motivational effect of face to face teaching
- Shortcomings of online evaluation
- Shortcoming of test systems of evaluation in Law
- Need to have a minimum cultural background/knowledge to be able to reflect on legal matters



# 4.- Uncertainty in the face of a cultural and ideological change of cycle

- **Social relativism:**
  - Regression with respect to the post-war consensus and the values inherited from the 1960s
  - Democracy is in crisis, giving rise to an increasing trivialization
  - Postmodernist, posthumanist and transhumanist philosophical currents
    - Discussion of the concept of human dignity and human rights
  - Win-win game
  - Populism, hand in hand with nationalism, is making its way and is being reborn like a phoenix

- **Lasalle Ruiz:** “the great ally of this fascist drift is the digital revolution that sweeps away the analogical world through a **radically unequal capitalism**, alien to any regulation and dominated by **sacralized monopolies**; a revolution that has replaced human freedom with algorithms.”
- **Vattimo:** “in postmodernism the important thing is **not the facts**, but their interpretations, the important thing is the “**story**” imposed by the media, regardless of whether it is true.”

# Principles and dogmatism

- Methodological positivism of Herbert HART against the modern iusnaturalism of Ronald DWORKIN
- The **sufficiency of mere rules** OR the **need for principles** that allow the judge to have a criterion to decide in the face of contradictory rules
- Principles could be based in part on the theory of capabilities formulated by Nobel laureate Amartya Kumar SEN
- Dignity = enjoyment of a life in accordance with the capabilities that each person possesses
- Respect for this fullness of life must determine the legal recognition of the possibility to exercise rights inherent to human nature

# 5.- LEARNING TO MATURE. FACING THE CHALLENGE OF TRAINING AND TEACHING. HOW TO DISCRIMINATE INFORMATION

- The revolution brought about by the digital phenomenon has hijacked the human mind, which is now at its mercy
  - Attention is subjected to such a magnitude of digital stimuli that it has imploded
  - The old analogical world sinks invaded by the digital one, and the mind is prey to an environment for which it is not prepared
- That is why the university student feels that he lives in an uncertain, abstract, challenging environment that manifests itself in a polyhedral form with thousands of faces that can only lead to confusion.

## Social confusion

- Traditional beliefs are being abandoned by societies without finding a replacement
- Neuroscience affirms that human consciousness is nothing more than a state of mind, that is to say, the combination of thousands of neurons located in the brain.
  - Gerald Edelman = Consciousness is only an illusion

# Dunning-Kruger effect

- The focus has changed:
  - It is no longer a matter of accumulating knowledge, since the speed of social change is such that there is uncertainty as to whether what is currently being learned will be useful in the future
- The problem is that access to cyberspace is unlimited, so the student can have the feeling of mastering all possible knowledge at his fingertips through a simple click on the computer. This is an unrealistic sensation
- Tendency to confuse the points of view that a person may have with the truth
- Ramón y Cajal = in these cases it is necessary to build by giving a truth in exchange for an error

- **Problem: the lack of useful tools to discriminate between efficient and deficient information in the digital world:**
  - Main functions of the University Professor is to serve as a guide in the learning of discrimination techniques in the cybernetic labyrinth = discriminatory criteria
    - How? Making the student aware that it is necessary a mental state that allows to process information objectively and with criteria
    - It is necessary to train the mind to prevent spontaneity from being a mere automatism
    - It is necessary to have a minimum level of knowledge

# Students' potential

- The teacher must know how to see the student's potential
  - He/she must encourage the students to believe in their own potential
  - The human being is born to achieve fullness, not to be mediocre
- Positive critical spirit of students
  - Criticism must be based on solid criteria
- However: Student may think that belonging to a digital generation, allows him to underestimate the analog generation.
  - He should not disregard the importance of experience
  - Experience itself is part of continuous learning and is a fundamental building block in reaching maturity.



# Docent's job

- The docent must aspire to be coherent and empathetic and to inspire with his good work
- Fighting relativism by providing answers to student
- Aware them that it is necessary to educate the will to be able to find answers that provide criteria.
- Rob Riemen = advocates the recovery of values based on compassion

# Conclusions

- The new generation of students arrives at the university subjected to all kinds of cybernetic stimuli that inundate them with information
  - The important thing is to know what you **want to do** and **how to act**, as well as to have the adaptive capacity to modify objectives and forms when necessary
  - For this it is necessary to have your own cultural background, knowledge that allows you to decide with criteria, this background must be accompanied by a capacity for reflection
    - knowledge, which is what makes us wise and not just experts.
- We must rethink whether:
  - excessive reliance on new technologies
  - accompanied by an exponential increase in the workload of teachers
  - and learning without retaining a minimum of information
  - are good university strategies

- In this scenario it is up to the teacher to provide models, criteria that help the student to understand the world around him, in this endeavor
  - I recommend a system of principles as advocated by Ronald Dworkin, rather than by the relativism to which Hebert Hart leads.
  - Cultivate criteria is a difficult path that only the student can travel alone, and for which he has to train himself by educating both his intelligence and his will
    - Only in this way can he learn to discriminate information and form his own criteria
    - Only in this way can he stop being a man-mass
    - Only in this way can the University feel proudly that it is the temple of wisdom that has left its mark on the student

**THANKS VERY MUCH** 

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