

EDUCATION AND TECHNOLOGIES OF THE INFORMATION:  
A STEP MORE.

Diego Rosales Galiñanes  
Instituto Teológico Compostelano  
drosales@ywz.com

INTRODUCTION

The present contribution contains two different parts. The first part presents the anthropological context in which we are introduced by the new technologies and the pedagogical model which detaches itself from this model. The second part presents some tools developed during the last four years by the Philosophy Department of the "Instituto Teológico Compostelano". For the teaching of logic in the infantile and youth levels, in the same way as the other content as "transverse axle" of the LOGSE, environmental education or "ethics".

1. THE NEW ANTHROPOLOGICAL CONTEXT

The information and communication technologies are an observable consequence of the change suffered by the actual society under the influence of the scientific-technic developments. These developments have contributed to the moulding of the social media so that converts it to a "technosphere". And with this supposition we should accept that this "technosphere" with its basic consequences demand the reconsideration of the pedagogical and anthropological models present up to this moment. Nowadays the methods are not seemed to be modernized -multimedia presentation replacing the slides- but the change is radical; it occurs, for instance, as we find out, that a learner "knows more" about the TIC than the teacher changing the traditional position of the knowledge- the teacher.

Therefore the TIC together with its constant changes introduces us in a new model of human being with different tasks, values and attitudes. The knowledge is distinguished from the formation and it is established as primary duties the search of the greek notion of "aletheia" or the hunting metaphor of J.Locke in his "Essays about the human knowledge". The information astonishes for its voluminousness yet the easiness of this acquisition and its use - anyone can have all articles of the "Enciclopedia Britannica" in a cd-rom or via web and so navigating through them with the searching motors- but, all over, the most important is the means through which it is acquired the technology. What is attempted to say here is that the pedagogical activities cannot ignore this new mark which is the "technosphere" if they want to fulfil adequately its goals, that is to say, they should understand that the values have not been lost, but that they have been transformed to other news ones.

2. THE TIC AND ITS APPLICATION IN THE FORMATION

Talking about the use of the TIC in the communication presupposes some planning of two previous topics: the technological situation and the teaching situation in our days. The actual situation, accepting its dizzy changes, can be put in relation with the two dimensions, typical of the TIC, that is the information and the communication. Talking about the information, we refer to its technological modes of presentation or software; while when we refer to the communication we point out the transmission of data in the machines through the nets and it is a question of hardware. The software, characteristic of educative applications, is based on the multimedia -integration of text, image, video, sound, etc.- and the models of hypertext (Memex, Xanadu, Hypercard, etc.) which uses to receive the generic denomination of hypermedia. The multimedia has been made popular recently by the off-line support highly capacitated of data stored as that of the cd-rom or in dvd.

The hardware and the telematic nets situate us in the context of the on-line education, highlighting the tools which is benefited from the potentiality of the net, as that of the e-mail or the chat par excellence, that is the internet. Some of these tools are Lotus Learning Space, Webct, etc. The most important properties of these tools are the disposition of the learning of the distributed form in the space, interactives, such that the information can be modified in the moment of its reception, collaboratives such that encourages the changes of ideas, multimedia, etc.

The application of the TIC passes through the use of the resorts which gives to the teacher and to the learner for the elaboration of the constructive model of teaching which sustains itself above the creativity and the true group work.

### 3. THE NEW FORMATION

One of the paradoxes of our time is that which shows that the only constant is the change. Being that we would find ourselves in the society which imposes the necessity of making professional for the culture of constant and globalized change.

Otherwise, the formation is the instrument of adaptation of those professional in their environment, but against what would have happened in the past times, the emphasis of adaptation makes itself continuous, interdisciplinal and specific.

The importance of this task of adaptation for ratification of the professional tasks, has not been exempted from the bad uses. Those bad uses are seen empowered by massive editorial production which has not selected the titles drowning in various occasions the good titles, the application of traditional teaching models -conductist, etc.- the confusion between means and goals, that is, between the formation and the use of machines, etc. The formation in a such context as the actual, passes through the fulfilment of two conditions: teaching in

the flexible way and favouring the open learning. These two conditions suppose the existence of the educative model centred in the learner, who has quited the position of receiver so that to be transmitter. The new educative model should proportionate, because the optionality to the learner concerning to the access to the information and its evaluation.

In summary, the TIC forces the reflexion about the present educative models based on the distance between the learner and the teacher and the didactical design of suggestive and consistent materials which could force the presential formation.

#### 4.SOME DIDACTIC MATERIALS

The materials developed in eloped by the interdisciplined team - teachers, computer technicians, philologist, image and sound technicians, radio actors, etc.-of twelve persons from Instituto Teologico Compostelano from its Department of Philosophy can be divided in:

1.- Child software. For children three and six years old. They are logic games for the recognition of volumes, colours, forms, etc. It is freeware multiplatform developed in tc and tlk.

2.- Youth software. Such as bArbArA 1.0 for the teaching of the syllogistics in BUP and the firs years of Philosophy studies. This freeware is programmed in visual basic and functions under Windows 3.x/95/98 or in the sorrounding apple the virtual pc software.

3.- General multimedia. As videos of ethics realized in the "Instituto Eduardo Pondal" about the teaching of environmental education.