

WHY OPEN?

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DIGITAL REVOLUTION

DISRUPTION

music industry

newspapers

politics

etc.

some of us **study** what happens to others

but the digital revolution
forces us to reconsider
also the roots and mission
of our own profession

What is the role of **University** in society?

What does it mean to be a professor?

What does it mean to be a **student**?

What is **teaching**?

questions that **we ought to ponder**
(before someone else answers for us)

once we have a clear understanding
of **where we want to go,**
then digital technology
may come in, as a **faithful servant**
at the service of our educational mission

THE CORE OF EDUCATION

Homework (Optional)

Quizzes Once a week (1 lowest dropped)

Webwork

• Grade 40% Final, midterm, 10% Webwork, 10%

by Stewart



#1

*“The mind is not a vessel that needs filling, but wood that needs **igniting**.”*

(Plutarch)

#2

the ignition happens mostly because
of interpersonal relationships

student-professor

student-professor

student-student

student-professor

student-student

student-librarian

**WHAT ABOUT
“EDUCATIONAL MATERIAL”?**

University **was born** based
on “educational material”

University of Al-Karaouine (Morocco)

Al-Azhar University (Egypt)

University of Bologna (Italy)

etc.

THE BOOK



Incipit officium
 beate marie virgi-
 nis secūdū consuetu-
 dinē romane curie.



ORATIONE

bia mea aperies
 et os meum annūtiabit
 laudem tuam. **O**



DISCORSI
E
DIMOSTRAZIONI
MATEMATICHE,
intorno à due nuoue scienze

Attenenti alla
MECANICA & i MOVIMENTI LOCALI;

del Signor
GALILEO GALILEI LINCEO,
Filosofo e Matematico primario del Serenissimo
Grand Duca di Toscana.

Con vna Appendice del centro di gravità d'alcuni Solidi.



IN LEIDA.
Appresso gli Elsevirii. M. D. C. XXXVIII.

But why not just studying on books?

But why not just studying on books?

Why professors?

But why not just studying on books?

Why professors?

Why University?

Why not just “educational material”?

Why not just YouTube videos?

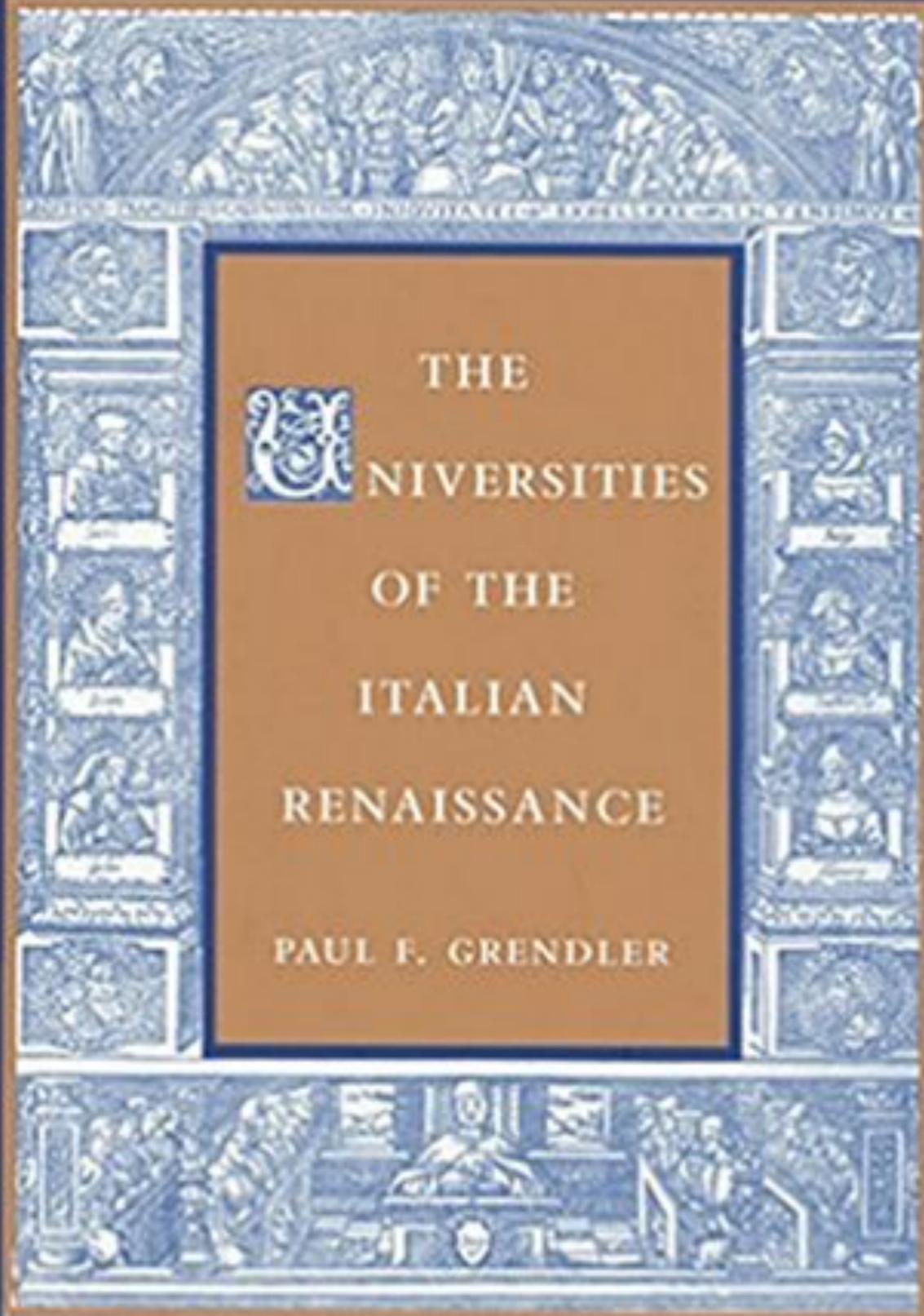
Or MOOCs?

Or slides with voiceover?

etc.

an interesting answer

comes from the Italian Renaissance



THE
NIVERSITIES
OF THE
ITALIAN
RENAISSANCE
PAUL F. GRENDLER

PROFESSORS

Professors were the most important part of the university. Prominent scholars attracted students, while high enrollments, especially of students of noble status, built the reputation of the university. The qualities, careers, salaries, and movements of professors mattered both to themselves and to universities.

Academics, communal officials, and students agreed that the ideal professor should possess three qualities: an acute intellect, a good memory, and a fluent and forceful delivery.⁵⁰ First and foremost, the able professor could explicate a passage or text subtly and convincingly. He worked his way through the maze of commentaries, resolved contradictions, refuted opposing views, and arrived at a satisfactory solution. This ability was prized because professors lectured on texts on which many previous scholars had written. And a professor needed to surpass his concurrent lecturing on the same text. Moreover, the ideal professor explicated a text in such a way that even students of modest abilities could grasp the meaning.

Second, the good professor possessed a trained and well-stocked memory. He was expected to be able to recite passages from memory in order to prove his points. A good memory also helped him to lecture in an orderly manner. And, paradoxically, a capacious memory helped create spontaneous teaching, which university culture prized. Students did not want a professor to read his lectures; someone who did was a *doctor chartaceus* (paper doctor). In 1592 and 1596 the Venetian government forbade professors at Padua from reading their lectures under pain of a salary reduction of 20 ducats.⁵¹ A prodigious memory helped the professor to lecture without notes. One senior scholar advised future academics to develop the capacity of their memories at a young age, and he urged colleagues to exercise theirs daily. Memory was an essential tool in the pedagogical arsenal.

Third, the good professor expressed himself fluently and forcefully in good Latin. He needed a strong presentation in order to imprint the principles of his discipline on the minds of listeners, especially the slower students. The professor should not have to search for the appropriate Latin word. Good students would be offended if the professor hesitated or made mistakes, wrote one professor. He had to deliver his lectures with enough eloquence and energy that his listeners would remember the points. If a professor speaks only languidly, one student grouched, he might as well send a servant in his place to read his lecture.

an often forgotten fact:

the lecture is (also) a performance

Yet, “educational material”
obviously matters,
now as then

books and libraries
at the heart of universities

DIGITAL REVOLUTION

OPEN EDUCATIONAL RESOURCES

multiplication of channels
multiplication of formats
worldwide reach

No, it is not about replacing
teachers with screens

*“Real teachers for rich people,
screens for poor people”*

Yes, it is about sharing
among teachers

Yes, it is about providing
multiple sources to students

Yes, it is about reaching
new kinds of students

Yes, it is about letting people
(colleagues, future students,
companies, citizens, etc.) know
more about your teaching

wonderful ways to promote
collaboration

however, **sharing,**
if properly done,
takes **effort**

need for **substantial support**

OER must not be
yet another task for teachers
with no increase in resources

CONCLUSIONS

the digital revolution may help
to enrich and expand the possibilities
of education

preserving and enhancing
in all possible ways
the core of education:

HUMAN RELATIONSHIPS

THANK YOU