

# Towards global education: The need for the 21st century literacies

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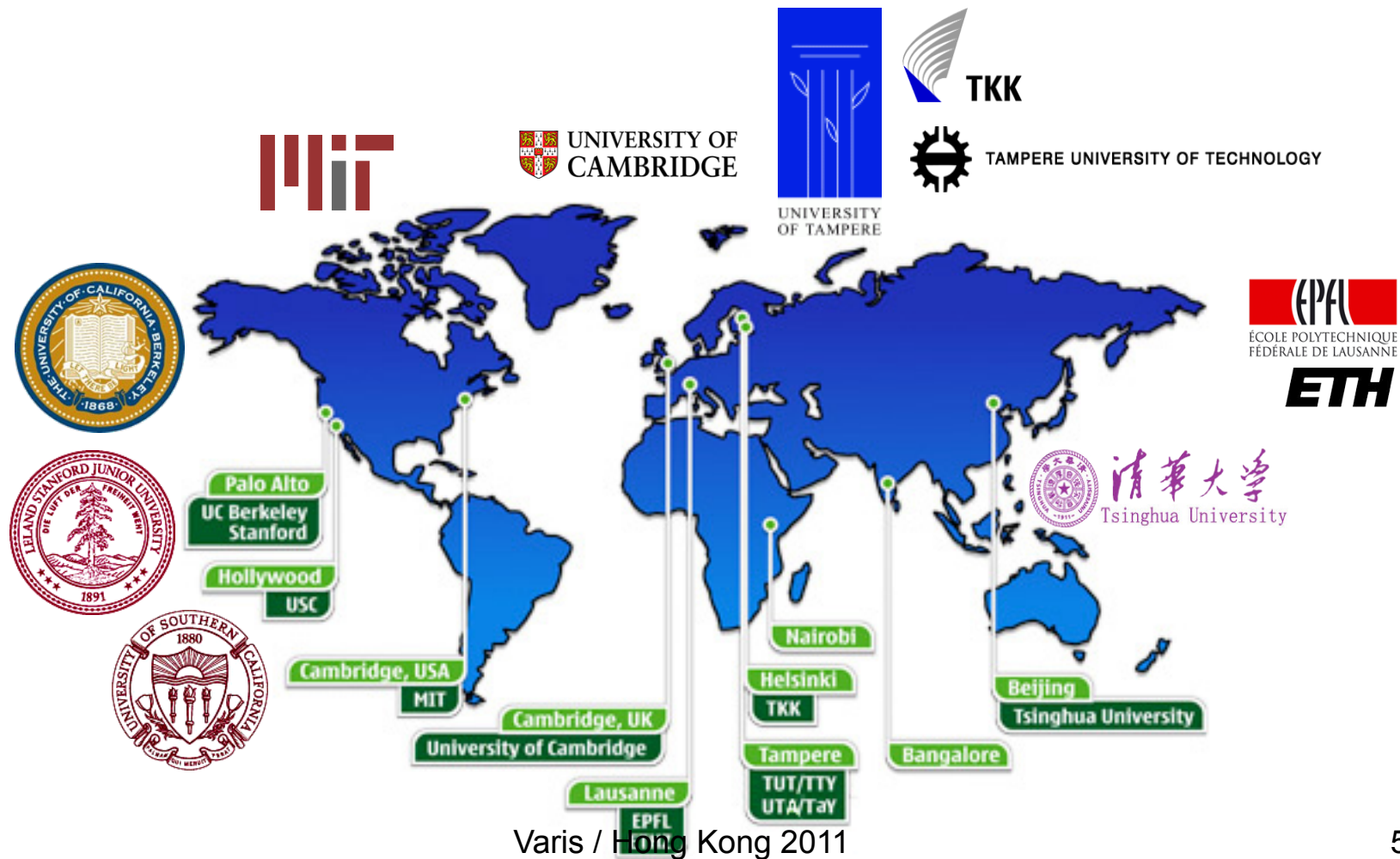
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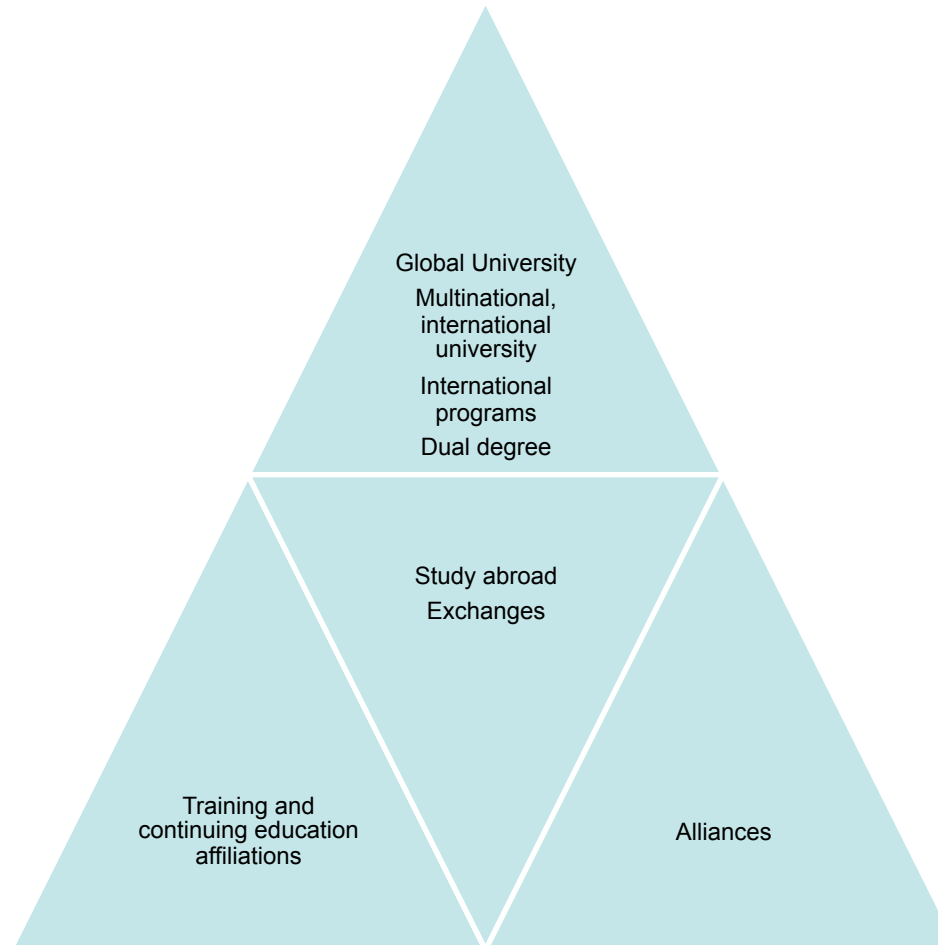
- ① 亚里斯多德 Aristotle
- ② 释迦牟尼 Sakyamuni
- ③ 孔子 Confucius

# Nokian avoimen innovaatiotoiminnan verkosto

Laaja, avoin ja aktiivinen yhteistyö valittujen kärkialoillaan maailmanlaajuisesti johtavien yliopistojen kanssa.



# From International to Global?



# www.globaluniversitysystem.info



# UNESCO WCHE 2009

- **Social responsibility of higher education:**

“Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship”

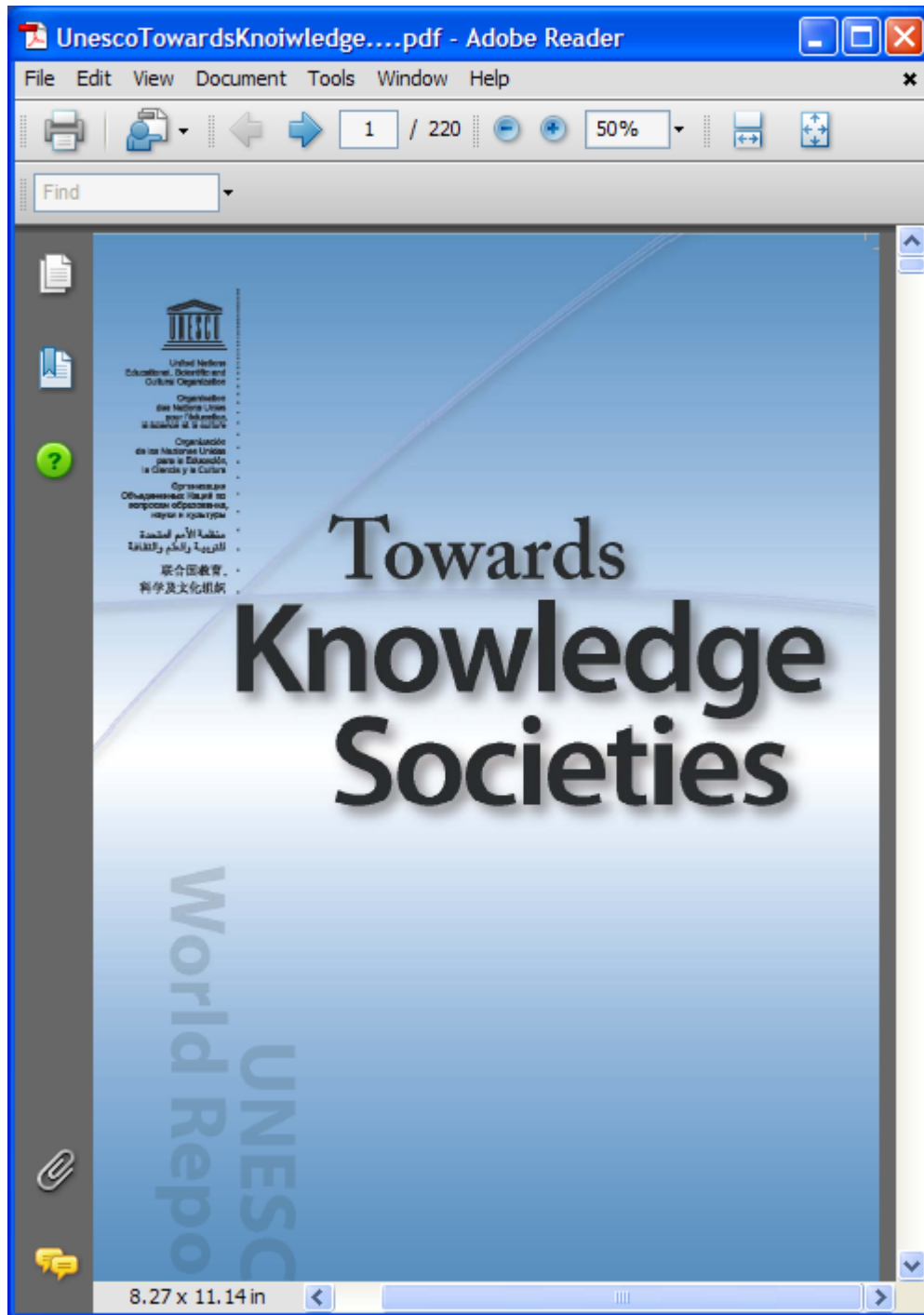


# UNESCO WCHE 2009

- International cooperation in higher education should be based on solidarity and mutual respect and the promotion of humanistic values and intercultural dialogue.

# Contribution to a world civic culture

The objective is to create a peaceful, inter-dependent world which would be a good place for people to live. No one society can impose a universal order acceptable to all other societies. The creation of species identity that will encompass cultural diversity is a major challenge (Elise Boulding 1988 – teacher education)



# From Industrial to Knowledge Societies

- UNESCO (2005): there is a general agreement on the expression "knowledge societies" but not of the content of it

# Knowledge for What?

- Are we endorsing the hegemony of the techno-scientific model in defining legitimate and productive knowledge?
- Should the term “Digital Age” be replaced by multicultural world?
- The spirit of knowledge sharing and caring
- New humanism

# **Media literacy and New Humanism**

UNESCO Institute  
for Information Technologies in Education  
J. M. Pérez Tornero/ Tapio Varis  
2010

# Trends in Technology and Education

- Global trends and multicultural world: universal vs unique
- Working-life realities: multicultural competence building, open innovations, open learning, financial restraints
- Digital technology convergence: the need for media literacy
- Learning at workplace, by coaching, and in institutions (formula 70%-20%-10%)

# New humanistic awareness

## NEW HUMANISM

- Human being over technology
- Critical to technology
- Autonomy over global communication
- Diversity
- Universal rights and responsibilities

## OLD HUMANISM

- Human being over theology
- Critical to classic texts
- Discovery of self
- New world
- Cosmopolitanism



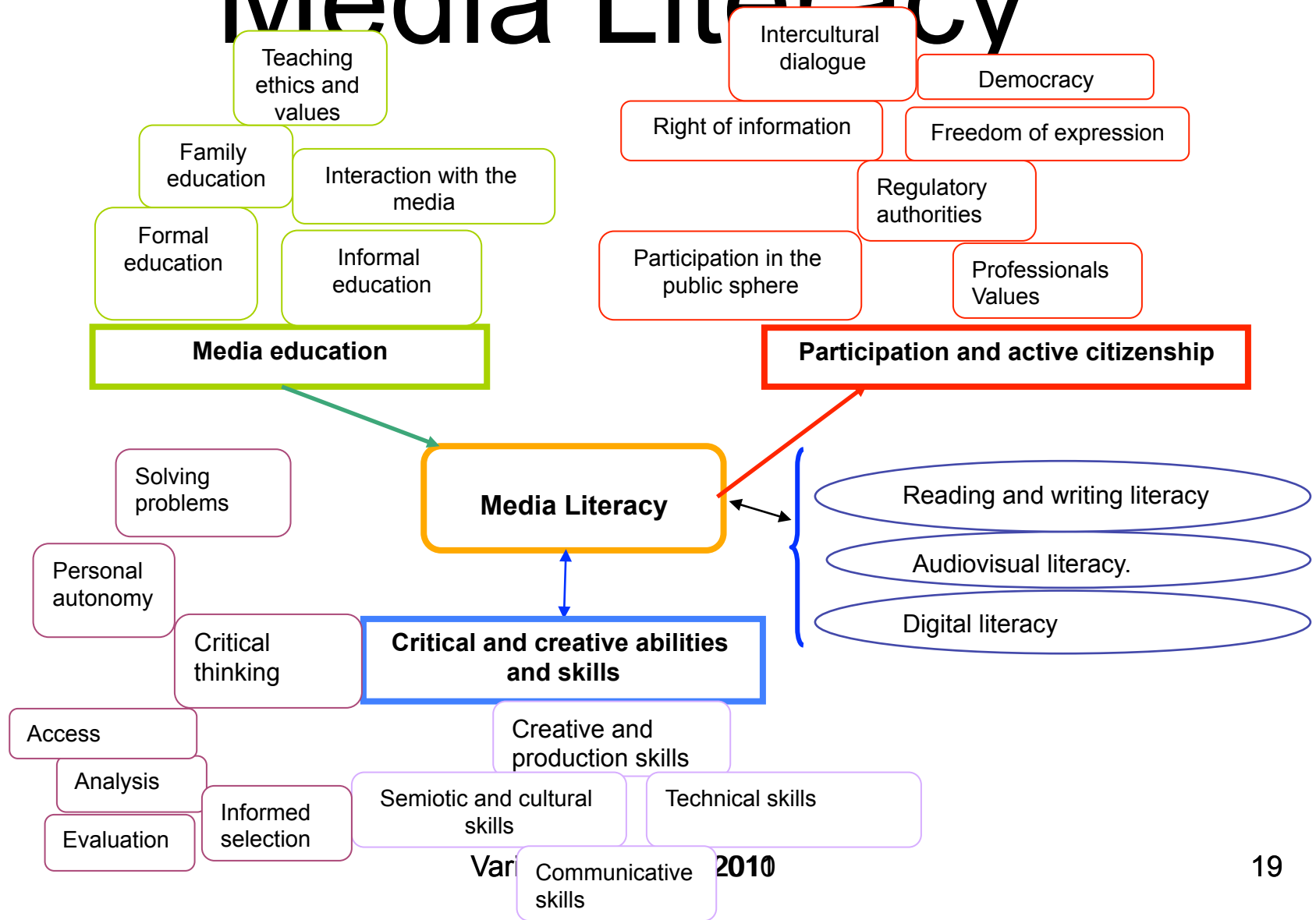
# New Renaissance Education ([www.globaluniversitysystem.info](http://www.globaluniversitysystem.info))

- The study of complexity has brought science closer than ever to art
- Knowledge has gone through a cycle from non-specialism to specialism, and now back to interdisciplinarity, even transdisciplinarity
- Art deals with the sensual world (media as the extension of senses) and the holistic concept of human being

# Communication and Media Literacy

- The most important skills of the future would be communication skills in a multicultural world
- E-learning in a narrow sense seems to have passed its peak and is on the decline. We are now moving towards a more societal or communitarian activity with social web, blogs, and wiki
- Media literacy becomes a right to people

# Understanding Media Literacy



# The Evolution of Digital Literacy

- Phase 1: Access and connectivity
- Phase 2: Basic internet use and more sophisticated and sustainable digital competences
- Phase 3: Critical thinking, trust, confidence and multiplatform use
  - community building (social web)
  - multicultural competence

# Global Education as a concept

- means activity that guides towards the ethic of a world citizen, which in turn is founded on fairness and respect for human rights
- supports growth into a critical and media-critical citizen with the knowledge and skills to successfully act as a member of one's own community in a globalising world