

The Virtual University as a educative change engine

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Abstract

The opportunities that the technology offers to the universities to transform itself into axis of one more a more ethical social life, less unjust, more harmonious, depend nowadays, between many other things, about the capacity of the college students to organize new spaces of learning. To organize virtual spaces in which students and professors can extend and extend, beyond the classrooms, the experiences of significant learning, the reflections, the questioning and the relations with the whole society. The public reflection in Internet is now a way to open the doors of the classrooms, to do that the processes of construction of new knowledge and to engage in a dialog between the diverse disciplines of the human knowledge otter and is nourished of those who from the periphery of the on site campus, but in the same center of the virtual campus is now already present¹. The technology is an element that can serve to complement the daily efforts to construct spaces to engage in a dialog: without temporary and space fastenings the technology also is an average one to self construct us as more ethical beings, as beings who communicate and who are able to construct consensuses. Since there is this Edgar Morin: "the universal problem for all citizen: [is] how to obtain access to the information on the world and how to obtain the possibility of articulating them and of organizing them"² the universities we must recognize like enormous task that, to know and to recognize the problems of the world, we needed a reform the thought. It entails to take advantage of and to spread new ways of use of the technology, new ways to guarantee the construction of a transdisciplinary vision of the world.

¹ It is worth the trouble to comment the decision of the Technological one of Massachussets to place on line and free way all the contents of the courses that <http://ocs.mit.edu> offers

²Morin, Edgar, El desafío de la globalidad, p. 116