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THE CLICKING AND TWITTING SOCIETY: BEYOND ENTERTAINMENT TO EDUCATION

Jaan Valsiner
Niels Bohr Professor of Cultural Psychology
Centre for Cultural Psychology
Aalborg Universitet, Denmark
jvalsiner@gmail.com

ABSTRACT. Educational systems in any country and historical time are parts of their constantly changing societal contexts—feeding into changing of these contexts.. Ours is that of move from production to consumer society (Brinkmann, 2008) with an additional feature of equating mass media messages *about* selected aspects of social reality *with that very same* social reality itself (I call it-- **ontologization of the message**). Information acquires the role of entertainment (“infotainment”), and the ritualistic acts of generating media messages (“one liners” by politicians or celebrities, creation of public scandals on political, financial, or sexual topics, “public apologies” from social or private breakings of social or moral rules) have become relevant (and sometimes dominating) parts of our everyday lives. Traditional borders have been eliminated by information technologies (while new borders are erected within these technologies—we live in “passwords and patents” society). All these societal changes provide a new challenge to education at all levels—from kindergartens to universities. I will outline the following basic problems, together with some solution options, from the perspective of future development of science as the pioneering frontier for development of new ideas and corresponding practices:

1. What features should have the modern education? How can we promote continuity of development of new ideas within a societal context where entertainment is moved to the idealized (and commercially profitable) arena of everyday life activities?
2. For what tasks it should prepare the young generations—how can the producer role in selected areas of personal expertise be promoted in the context of consumer society? How can the value of constant search for innovation be inserted into the educational systems so that it can become internalized as a basic feature of the personality to

move towards the aim of development of harmonic and intellectually free communities, fitting the society as a whole;

3. How can “the Bologna system” – a political management framework of higher education—be used for maintaining and improving the development of innovation and persistent focus on creativity?

References:

- Brinkmann, S. (2008). Changing psychologies in the transition from industrial society to consumer society. *History of the Human Sciences*, **21**, 2, 85-110.
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