

# Summaries

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**S. Rasis**

*Humanistic education in its process  
from the pre-industrial to the industrial area*

This paper presents the course which the Humanities followed from the time of their emergence in Western Europe to the present. It tries to examine and interpret the role of these studies in their social and cultural setting during the major periods of western education. Furthermore, it focuses on the causes which created the educational and cultural crisis of Post-industrial society. What has characterized this society is the devaluing of humanistic education as well as the devaluing of the role of education in the creation of cultivated, responsible and active democratic citizens.

**D. Mattheou**

*Humanism and technology: Some thoughts  
on the origins of a long-standing dilemma  
in education policy making  
and the prospects of resolving it*

The paper examines in a historical and sociological perspective a long-lasting and controversial issue –at least in the European countries– in educational policy, namely the dilemma between humanistic-general and technical-vocational education. It follows its development from the early years of 19th century when state systems of education were gradually established up to late 20th century and identifies the influence that economic, social and ideological factors had upon its perception and upon the legitimization and the success of policies in England, France, Germany and Greece during this long period. It finally explores the socio-economic and educational context of late modernity and concludes that contemporary circumstances provide the necessary favorable conditions for resolving this past dichotomy and policy dilemma.

**K. Delikonstantis**  
*Teacher's new Odessa*

The contemporary cultural challenges (technopoly, globalization, pluralism, new childhood) create new conditions concerning education. Under these circumstances the teacher's role becomes more complicated. Teacher's training becomes multidimensional and more demanding, as the expectations of the society from him increase. If the relation between trainer and pupil is the most important factor of both value education and learning process, teachers are and will remain the soul of education. New technologies in school and reforms of educational systems can't succeed without teachers who combine science and didactics with openness, relational ethos and understanding for children. While facing the great educational problems of the future, scientific and technological interventions and educational policies must go hand in hand with efforts to widen the humanistic conquests in education and the preservation of its person-centred orientation. The greatest humanistic value in education are teachers, who take seriously their pedagogical role and humanizing mission.

**K. Ravanis**  
*The «information and knowledge society»  
as ideological construction, and the Information  
and Communication Technologies  
in the education: The challenge of rationality*

New technologies are an amazingly effective tool, which broadens and complements the possibilities of any educational system. The specially trained teacher, playing a central role, smoothly integrates new technologies in the so far existing interplay among Teacher-Learner-Subject matter. New technologies cannot, as the situation is today, take the place of traditional teaching methodologies or of the «enlightened» teacher. The irreplaceable humanistic studies do not restrict the possibilities of specialization but, on the contrary, they strengthen the capability of a flexible adjustment to today's demands.

**M. Papadopoulos**  
*Technology in education*

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**V. Koulaidis, K. Dimopoulos**  
*«e»-Education material: Terms and conditions  
for its development and implementation*

The objective of this study is the discussion of pedagogical terms and requirements for implementing e-educational material into everyday school practice, drawing on the identification of the problem of the diversification between the communication landscapes experienced by the students within and outside the school context. This discussion ends up with the conclusion that there is a need for the e-educational material to stop being perceived as a mere technological innovation, which is otherwise considered as a 'black box' as far as its pedagogical implications are concerned. For this reason a theoretical «language» allowing the description of the implications of the e-material's technical characteristics in pedagogical terms is introduced. This «language» is based on the notions of classification, formality and framing. Its introduction for the pedagogical evaluation of the e-material constitutes an attempt to discuss the problem of implementing this kind of material in the educational process in terms of a pedagogical theory that takes into account the elements of the teaching environment (e.g. teacher, conventional teaching material, curriculum), in contrast with the current practice according to which this problem is discussed either with a lack of a theoretical basis or on the basis of fragmented and partial theoretical frameworks.

## **A. Tsatsaroni**

### *The new information and communication technologies. Ideological uses and misuses of the notion of practice in the discourse of European Education Policy*

The paper presents aspects of on-going work on ICT in Education policies and practices. The preliminary research has indicated that we need to consider not only European policies on «ICT in Education», but also the micro-processes and discursive practices through which European education policy is formed and promoted in the EU member states.

Selected documents are examined to reconstitute the context and to study the processes at work. The analysis leads to the following conclusions.

First, the «Lisbon strategy» initiates a new period of European education policy, using as a mechanism the programme «Education and Training 2010» and its Open Method of Co-ordination. This serves to create and legitimise a new division of labour in the governance of national education systems. Second, the emerging European education discourse makes the teacher, the pupils and the school in countries within Europe the ultimate targets of change, and attempts to institute a concrete mode of pedagogical practice. ICT is projected both as the core feature of this practice, and the vehicle to bring it about. A third crucial point revealed through a close reading of the documents is that while different conceptions of «practice», drawn from diverse resources, traditions and discourses, are being mobilized in this political programme, the meaning of the term tends to stabilize in a common ground of metaphysical assumptions that connects the more commonsensical and instrumental uses of the notion of practice to its scientific definitions in the «ICT in Education» research field. This ensures both the continuity of the political programme and the strengthening of positions of power of «ICT in Education» researchers vis-à-vis other researchers.

The theoretical work of Bernstein and work done in other fields like critical policy sociology provided crucial resources for reading the documents. The final part of the paper also argues that the study of European education policy brings to sociological research many theoretical and methodological challenges.

**K. Lamnias, I. Kamarianos, V. Dakoumis**  
*Sociological investigation of changes  
incurred by the introduction of new technologies  
in education: A follow up comparative study*

This research attempts to record, analyze and compare the changes that the introduction and use of ICT in education can provoke. Especially, it indicates the regulative reason of New Technologies, which: affects the relations within the field of education, differentiates the form and content of school and pedagogic knowledge, changes the forms of symbolic control and, probably, produces new forms of educational inequalities. Finally, the study points out that there is a certain connection between the above new forms of educational inequalities and the different capability of each pupil to access the qualitative changes that ICT brings.

