

1. Record Nr.	UNINA9910827166503321
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Titolo	The textbook & the lecture : education in the age of new media // Norm Friesen
Pubbl/distr/stampa	Baltimore, Maryland : , : Johns Hopkins University Press, , 2017
ISBN	1-4214-2434-7
Descrizione fisica	1 online resource
Collana	Tech.edu: a Hopkins series on education and technology
Classificazione	EDU015000TEC056000LIT000000EDU016000SOC052000
Disciplina	371.33
Soggetti	Education - Effect of technological innovations on Educational technology - Philosophy Textbooks Lecture method in teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Machine generated contents note: Preface Part I 1. No More Pencils, No More Books?2. Writing Instruction in the Twenty-First Century Part II 3. Psychology and the Rationalist4. The Romantic Tradition5. Romantic versus Rationalist Reform6. Theorizing Media--by the Book Part III 7. A Textbook Case8. From Translatio Studiorum to "Intelligences Thinking in Unison"9. The Lecture as Postmodern PerformanceConclusionNotesBibliography Index.
Sommario/riassunto	"In this era of technological and cultural disruption in higher education, Norman Friesen turns the question around: Why is higher education apparently so little changed in our era of digital media? Is their obstinate persistence evidence of resilience or of obsolescence? Answers to these questions generally come down on the side of obsolescence, with schools depicted as industrial-age antiques, about to go the way of the steam engine. Using media and the changes produced through them as its central reference point, this book reverses this view. It explains why educational institutions, their forms, and practices have lasted so long, and why they show no sign of going away. This book argues that questions like the ones above can best be answered not by imagining an uncertain future, but by examining a well-documented past--one that ultimately extends from Gilgamesh to

Google. The book undertakes this examination by focusing on educational media, but not just on new media or mass media. Instead, it sees textual and spoken (or oral) media forms as central to education--as providing the foundation for all other educational media. The book considers the significance and interaction of these basic media in two commonplace instructional forms or genres, the lecture and the textbook. The lecture and the textbook both integrate textual, oral, and, more recently, digital media, and they have also been around for hundreds of years. MOOCs and digital textbooks, argues Friesen, are not a radical break from the past but an evolutionary extension of it"--
