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New Learning Paradigm: Interactivity and Mobility beyond the Classroom

At the turn of the millennium, we are through mobile technologies rapidly moving from the emergence of *human-machine interactive communication* to the formation of *spatial independence of human communicational possibilities*. These two landmarks implying new pedagogic challenges figuratively also symbolize thresholds, one of which we have already crossed, while hesitating at the other, where we are faced with an ever more complex transformation of the world of education. It is not a coincidence, and it again justifies the importance of our assimilating international tendencies, that the developed countries have realized around the turn of the millennium that knowledge transfer, placing humans in the centre of lifelong learning, and the efficiency of knowledge transfer, are determined by the pedagogical frameworks in a significant degree, in spite of the asynchrony of the changes of technological advancement and social practice. Our traditional approach to classroom teaching and learning will fundamentally be changed in the forthcoming years by the possibility that visual aids – overhead projectors, video projectors – can be virtualized, made real-time, by broadband data transmission without physical presence. One might dare to say that interactive surfaces could be suitable for multimedia-based knowledge transfer in „future classrooms”. It is widely discussed whether such a space is indeed necessary in a physical sense, whether over time and space mobilised tailor-made pedagogical solutions of all these functions can be created by virtual possibilities.

András BENEDEK has published approximately 150 papers to date in connection with human resource development issues, among them the essay "New Vistas of Learning in Mobile Age", in Kristóf Nyíri (ed.), *Mobile Understanding: The Epistemology of Ubiquitous Communication*, Vienna: Passagen Verlag, 2006. From 1976 to 1979 he studied systems analysis on a scholarship and acquired a PhD at the Academy of Sciences in Moscow. During the 1980s he was a scientific advisor at the Hungarian Academy of Sciences. He was the Director of Vocational Training (from 1984 to 1989), then Director General (from 1989 to 1990) at the National Pedagogical Institute. As its first Director General in 1990, he established the National Institute for Vocational Education. He was involved in numerous UNESCO and ILO projects. Dr. Benedek continues to participate in the preparation of various World Bank and Phare projects in the area of human resource development. Between 1991–1998, as Deputy State Secretary, he was responsible for vocational education and training at the Ministry of Labour, and between 1998–2002 at the Ministry of Education. Between 2003–2006 he was Permanent State Secretary at the Ministry of Youth and Sport, then at the Ministry of Cultural Heritage. Currently, he is Professor at the Budapest University of Technology and Economics, where he is Director of the Institute of Applied Pedagogy and Psychology.

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