

Paradoxes and dilemmas of Ibero-American Universities facing the Knowledge Society



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Universities:

Univ. de Santiago de Compostela (Spain) Univ. Los Lagos (Chile); Univ. San Francisco Xavier de Chuquisaca (Bolivia); Univ. Nacional de Córdoba (Argentina) and Univ. Autónoma Juan Misael Saracho de Tarija (Bolivia)

Aims of research:

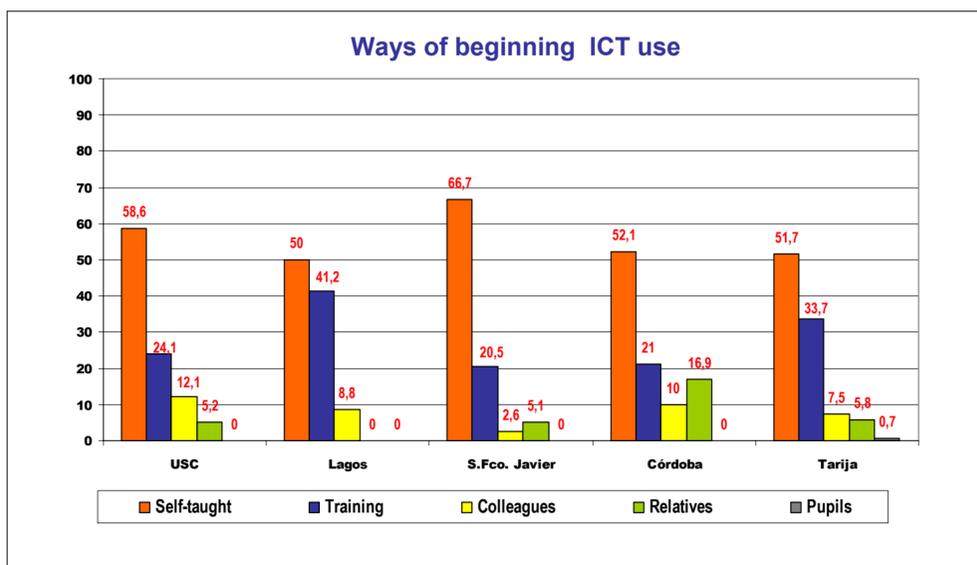
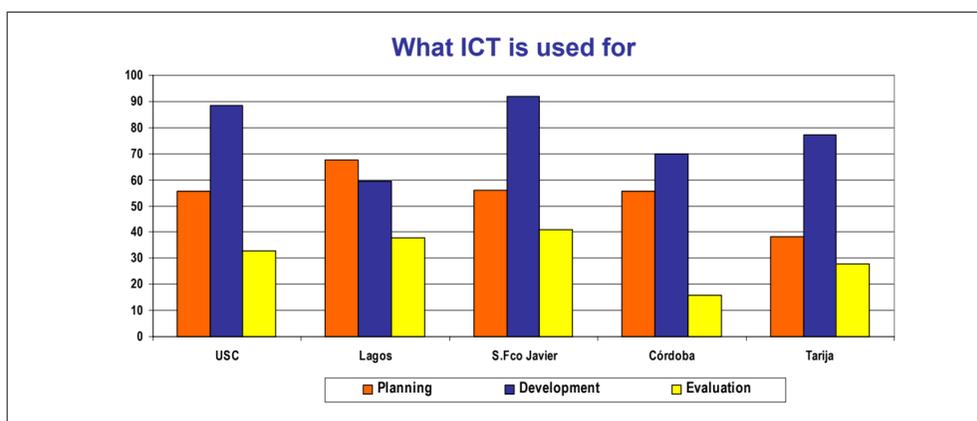
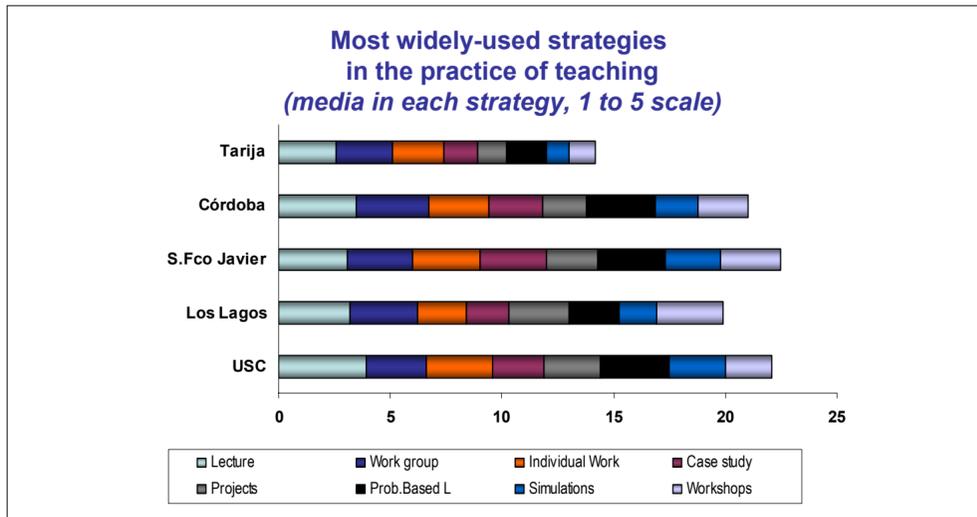
- To inquire into the possibilities, difficulties and limitations which institutions of higher education face when dealing with the challenges posed by the **knowledge society**
- To elaborate **action projects** adapted to every context
- To create a **network** of universities
- To **diagnose** the current situation at each University

<http://stellae.usc.es/unisic>

The screenshot shows the website for Red Unisic, a network of universities. It features a main menu with options like 'Inicio', 'Quiénes somos', 'Proyectos', and 'Entorno colaborativo'. There is a news section with recent updates and a list of participating universities including USC, Los Lagos, S.Fco. Javier, Córdoba, and Tarija.

Diagnosis of the current situation at each University: empirical study

- Exploratory questionnaire:** aimed at the academic university staff (sent out to 4705 teachers, 462 teachers responded)
- Sample:** teachers were selected based on faculties and UNESCO knowledge areas
- Data:** analyzed with SPSS 14.0



Conclusions

- Overall, universities have given a higher priority to **hardware and material conditions** for integration to the information and knowledge society than to strategic planning for incorporating of ICT into teaching.
- In general, universities there seems to be an urgent need for helping teachers to rethink their work in terms of the new social and economic conditions of the information and knowledge society. This entails the need for a deep **formative process** that can adapt to the idiosyncrasies of each context.
- Equipment acquisition policies reflect a tendency by teachers and institutions to maintain traditional teaching structures. Everything seems to tend toward a dominant proposal: a **transmissive approach to teaching** focussed on the teacher.

