

Title: "Teaching Philosophy in Digital Age"¹

Description:

The researcher has present his syllabus made last year which he has teaching in the undergraduate level. However, this is first hand experience sharing of their experiences (among 100 students, 3 section and 144 hours of teaching) of the course. The subject name is "Philosophy and Logical Thoughts" while the readings from different chapter from various books; Thinking in a digital age, Thinking differently, The fourth digital revolution etc.

The researcher will share the experiences of syllabus making process and the student's perception while teaching and the relevance of Information Communication and Technology education in the teaching of Philosophy.

¹ As Researcher is evolve in various organization for the protection and promotion of Internet governance for eg. The current syllabus is teaching at Kathmandu Collage of Management and the writer is working at Center For law and technology as a Policy Director and He is currently Executive Member of Internet Society Nepal Chapter.

Teaching Philosophy in the Digital Age²

Advocate Roshan Pokharel

What is teaching? What is philosophy? This, too, what does it mean for the business school? How advancement in the technology, which many of us all as the 'digital age' changed the whole philosophy of teaching and why such changes have occurred? What are the mechanism to incorporate such changes into the teaching methodology? How we equip students with these changes? Is there a need to do so or not.

We live in a hyper-technological age and things are changing in each and every field including how we love and live as well. Technology certainly has brought fundamental changes into our life. In addition to this, our generation enjoys most sophisticated benefits provided by the technology which no other generations in the past have enjoyed and it's not quite sure whether the upcoming generation would also enjoy the same level of benefits or would it enjoy more. We simply cannot profess now. What can certainly have said as of now is that the even the knowledge formation process is changing. The concept of 'knowledge' has changed for good or bad reasons. With this fast pace of change, we need to make adjustment in many areas that impacts us in one way or the other. And one of them is the teaching methods. The new gadgets that are available have opened many opportunities in the teaching sector.

In the digital age, we are surrounded indeed, immersed in technology. Furthermore, the rate of technological changes shows no sign of slowing down. Technology is leading to massive changes in the economy in the way we communicate and relate to each other, and increasingly in the way we learn. Yet, our educational institutions were built on different philosophy and were formed in the different time-frame mostly in the industrial rather than digital era. Thus, teachers and instructors are faced with a massive challenge of change. The teaching materials are readily available where students can learn without consulting students. This certainly will have an impact on the way think and we question. This certainly will have an impact on the formation of whole teaching philosophy as well.

² This written speech is delivered to IGF 2017 Geneva at pre-event on 17th December 2017 at 3.00 pm.

Against this background, what we can say at this stage is that the whole learning process is changing for good or bad reasons. For example, how do we prepare 'curriculum' for the teaching purpose when students are already exposed to the wider areas of learning. This is important primarily because if the tries alone try to develop curriculum without engaging the 'students' it certainly will not be taken so easily. Because the 'technology' as transformed the 'vertical approach' of developing the 'curriculum' to the 'horizontal' one.

The technological advancement which many of us also call 'fourth industrial revolution (not necessarily in the classical terms of the industrial revolution) has brought many changes in societal learning where people are learning without going to school. This also raises a question as what is there to learn? and why should people go to 'schools and colleges'. The launching of the online (mostly free) courses by many universities and other learning centers around the world, including the Ivy leagues suggests something otherwise. The Eastern philosophy of teaching has already imagined all these issues. This is more a philosophical question directly related with the teaching in the digital age. Keeping all these factors in mind, this course has been developed and there is certainly more rooms to develop it.

Modern life depends on the trusting exchange of electronic data. Plato couldn't have foreseen the internet, but he was too aware of the weak foundation of moral behavior. what would we do, he wonder if we were able to do wrong with impunity? would our moral instincts keep us from misbehavior, even if we faced no danger from doing so?

We are living through the largest unregulated social experiment of all time a generation of youth who have been exposed to extreme content online. Human behaviors has always been affected and shaped by technology, but there has been no greater influence, as far I can see, than the advent of the Internet. All of the network groups can easily syndicate to socialize, normalize, and facilitate their particular interests (who lived far away from each other beyond geographical limitation.

"All art is quite use less" Oscar wild wrote. In provoking the Victorian bourgeoisie, wild hit on the paradox of cultural literacy. It is nearly impossible to prove the value of cultural literacy to those who just don't get it. Today use of Internet (mobile device) are transforming what we learn and retain of the traditional Humanities.