

Yehuda Elkana



Yehuda Elkana is a distinguished historian and philosopher of science, and a former President and Rector of the [Central European University](#) in Budapest, Hungary.

PhD in history of science (1968); lecturer at Harvard University (1968); professor and chairman of the Department of History and Philosophy of Science at the Hebrew University, Jerusalem (1968 - 1980); Fellow of the Center for Advanced Study in the Behavioral Sciences (1973-74); visiting Fellow at All Souls College, Oxford (1977-78); Director of the Cohn Institute for the History and Philosophy of Science and Ideas, Tel Aviv University (1981-91); Director of the Van Leer Jerusalem Institute (1968-93); Permanent Fellow at the Institute for Advanced Study Berlin (1987-2009); Professor for philosophy and social studies of science (Feyerabend-Chair) at the ETH Zurich (1995-99); President and Rector of the Central European University, Budapest (1999-2009).

Present affiliations:

Visiting Fellow at the [Max-Planck-Institut fuer Wissenschaftsgeschichte](#) in Berlin;
Senior Advisor to the Rector, [Wissenschaftskolleg zu Berlin](#).

Since his retirement as President and Rector of the CEU, he dedicates his time to higher education and especially to undergraduate curricula.

In 2010, at the Wissenschaftskolleg in Berlin, a group of scholars prepared a 'manifesto' on principles of constructing a new type of curricula published on the web as [curriculumreform.org](#). Recently, together with Hannes Kloepper, Prof. Elkana's book on the University of the 21st century was completed, forthcoming in November 2011, published by the Koerber Stiftung in German, and later in English.

See also: http://en.wikipedia.org/wiki/Yehuda_Elkana

Hannes Klöpper



Hannes Klöpper is the co-founder of [iversity](#), an open online course management platform. He holds Dual-Masters in Public Administration from [Columbia University](#) and the [Hertie School of Governance](#) in Berlin and a B.A. in International Relations from the [Technische Universität Dresden](#). Moreover, he completed the Academy Year programme at the [European College of Liberal Arts](#) in Berlin.

He recently co-authored a book on the university in the 21st century in collaboration with Professor [Yehuda Elkana](#). In 2010/11 he was an Associate in the "New Digital Society" project at the [stiftung neue verantwortung](#).

Keynote Abstract:

Higher Education Curricula, Technology and the Changing Role of the Teacher in the 21st Century

In the 21st century the work of teachers should undergo two fundamental transformations. We have to rethink what we teach as well as how we teach it.

While this might be stating the obvious, it is professors and teachers that are teaching future generations of students at all levels. Since they receive their professional education at universities, any reform that aims at having a transformative impact throughout the educational system has to start there.

With rapidly advancing digital technologies the world's information will increasingly be available at our fingertips - anytime and anywhere. The primary task of higher education therefore will evolve from transmitting information, to integrating vast amounts of information in such a way that it results in knowledge. Yet, in order to provide students with an education that is adequate for the interdependent, exponential, complex and messy world that they live in, our understanding of knowledge itself has to change. Reformed higher education curricula that acknowledge what we call the 'New Enlightenment' should place an increased emphasis on the epistemological dimension of academic knowledge. By teaching teachers to embrace the world's complexity and messiness, we can help to transform society's understanding of knowledge - a crucial prerequisite for dealing with many of the global challenges the world's facing today.

While there are many reasons to place curriculum reform at the heart of any major reform of higher education, this raises the question of how these new curricula can be delivered at scale. Discussions and interdisciplinary peer-to-peer collaboration in small groups will be quintessential to this new form of higher education. Large lecture halls on the other hand will become largely superfluous. In a context of stagnating or diminishing resources this new form of higher education will make the adoption of technology inevitable. In so doing, it will shift the role of the teacher from that of a recitation machine back to that of an advisor and mentor. Online social networks will go a long way to facilitate peer-to-peer collaboration. Educational analytics and automatization of basic teacher tasks (such as grading tests) will allow teachers to re-focus on the epistemological questions.

In short, we have come full circle. In the 20th century we taught digital (i.e. uniform) curricula by analogue means. In the 21st century we should teach analogue (i.e. locally contextualized) curricula by digital means.