

AcademoSophy

the newsletter of Ancient Philosophy Forum for Lifelong Learning and PHIL-LLE e-society

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Editorial Board

Fotis Vassileiou
Barbara Saribalidou

AcademoSophy

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Ancient Philosophy Forum for Lifelong Learning and Education and PHIL-LLE e-society.

Editorial Note

Editorial Note

The editor welcomes contributions from Forum members. These can include letters to the editor, notes of books published on themes of cross-Academic interest or other matters. These should be sent (in English) to the editor by e-Mail. We would be grateful if material for publication could be sent as soon as possible (details on page 8).

Very Important....

Please, check the site of Ancient Philosophy Forum for LLE for our distance learning seminars only for members. They will be uploaded during the next few months. Their attendance will be so easy because they are based just in the simply "by distance learning" philosophy. Titles:

- 1) Byzantine Lecturers in Medieval West Europe
- 2) Academic Projects Research Methodology
- 3) How to write a Research Proposal
- 3) Information Technology Basics
- 4) Protection and Maintenance of old books

You can send us your interest as soon as possible by email on your preferred title of seminar.

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Editorial

A few words by the Editor



Dear readers,

At this newsletter you will find an article by Reena Cheruvalath concerning a philosophical inquiry for the teacher- student relationship in the technological institutes. Reena Cheruvalath is working in BITS Pilani Goa Campus, India. This magnificent approach will make you to stay in consideration regarding your own possible experiences and thoughts. You will also read about educational – sociological philosophy ant-thoughts of Panos Patsouris. Barbara Saribalidou gave a new entry concept of teaching adults today. Finally there is a review of historical background on Byzantine immigrant lecturers and scholars during the late Medieval. I hope you will enjoy this current issue, until the next issue of course.

Ancient Philosophy Forum for Lifelong Learning and Education

International Discussions on Philosophy for Lifelong Learning and Adult Education in Higher Education (Colleges and Universities).

TEACHER – STUDENT RELATIONSHIP IN TECHNOLOGICAL INSTITUTES: A PHILOSOPHICAL INQUIRY

by Reena Cheruvalath

Education is seen as a joint venture between students and teachers. In other words, mutual commitment is the core of teaching and learning in academic institutes. Always it has been mentioned that a teacher should be a friend, philosopher cum parent to the students. Here, the question is: 'is it possible a fruitful teacher-student relationship, given the different life contexts of teachers and students and also the imbalance of power between them?' Besides, our life situation is also changing. Presently, there are many means to attain knowledge. Knowledge can be accessible through internet and other various ways.

Students and teachers practice online learning and teaching respectively. This changing scenario invites us to think about a rising issue, what is the need of a class room teaching? Attendance is not compulsory at the present time education system.

Students can sit into the class if they want to do so, other wise they can study on their own. Almost all students study only to get higher grades and thereby enter into MNCs (Multi National Companies, which offer high salaried jobs). They do the philosopher's task of isolating himself herself in his/her room and contemplate the world, but not removed from sensual entrapments, as mentioned by Descartes. In fact, they are engaged in more sensual entrapments than in their other academic activities. Similarly, teachers are awfully engaged in solving their own personal matters. They hardly get time to think about their students. Moreover, highly qualified teachers prefer high salaried job to teaching; consequentially that leads to the lack of efficient teachers in educational institutions and also lack of good rapport. This affects the quality of education.

Teaching itself has also undergone standardization. In the pure logic of standardization, affect is an obstacle to be overcome. Pedagogy has changed and in turn the process of teaching is reduced to an emotionless ritual performance on the part of a teacher. This also affects the teacher-student relationship.



Descartes

The relationship between student and teacher is fixed into a prescribed binary pair where the teacher is the one-who-teaches from one platform and the student is the one-who-learns from another platform.

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1. Adams Anthony & Witold Tulasiewicz, (1995), The Crisis in Teacher Education: A European Concern, The Falmer Press, Routledge Publication, ISBN 0750702842
2. Transforming Undergraduate Education in Science, Mathematics, Engineering, and Technology, National Academy Press (April 1999) by National Research Council, (Paperback), ISBN-13: 978-0-309-06294-7

*Reena Cheruvalath,
Faculty,
Humanities and Management,
BITS Pilani Goa Campus,
India*



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Be informed on...

Internet Sites ...

National Grid for Learning (NGfL)

This useful site provides a gateway to educational resources on the internet (UK).

www.ngfl.gov.uk

Department for Education and Skills (DfES)

This is the website of the Government Department responsible for education – loads of useful news and teaching information here (UK).

www.dfes.gov.uk

International Association of Universities (IAU)

IAU, founded in 1950, is the UNESCO-based world-wide association of universities.

www.unesco.org/iau/

World Association for Young Scientists (WAYS)

WAYS, has a net (waysnet) trying to unite young scientists from different sciences and majors all around the globe.

www.waysnet.org

Be informed on...

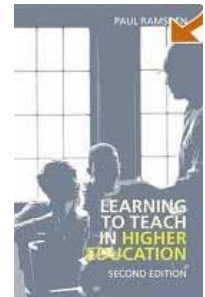
Book Reviews ...

STUDY PROPOSAL:

Learning to teach in Higher Education

Editor

Paul Ramsden
Pro-Vice Chancellor
(Teaching and Learning)
at the University of Sydney.



It is published by
RoutledgeFalmer.

ISBN: 0-415-30345-1

Total Pages: 272

Bibliography: 12 pages

Notes: a) Including Index of terms and special words.

b) It is recommended by the Higher Education Academy of UK.

Comments: Everyone who teaches in Higher Education should read this book... it is sparkling with insight... accessible and interesting.

(Journal of Further and Higher Education)

Note by the Editor:

We will be pleased to send us your study proposals or a small (50 words) book review to be published here at the next issue ...

Academic Digital Libraries in... Greece

University of Athens
(<http://lib.uoa.gr>)

National Technical University of Athens
(<http://www.ntua.gr>)

University of Patras
(<http://www.upatras.gr>)

University of Thessaly
(<http://www.uth.gr>)

University of Crete
(<http://anemi.lib.uoc.gr>)

Academy of Athens
(<http://www.academyofAthens.gr>)

National Centre for Documentation
(<http://www.ekt.gr>)

Benaki Museum
(<http://www.benaki.gr>)

Library of the Parliament
(<http://www.parliament.gr/collection>)

Gennadeios Library
(<http://www.ascsa.edu.gr>)

The VIPs reminder... Who was Joseph Pulitzer?

Joseph Pulitzer, the journalist and newspaper publisher who endowed the Pulitzer Prize, was born on 10 April in 1847. Born in Hungary, Pulitzer made his way to the US in 1864 to serve in the Civil War. Later, he found work as a journalist in a German-language newspaper based in St. Louis, MO. Over the next 20 years, Pulitzer advanced from writing for the paper to owning it and went on to purchase other newspapers until he was one of the foremost newspaper publishers in the United States. In his will, he left money for the establishment of the Columbia University School of Journalism, as well as the Pulitzer Prizes for excellence in journalism, letters and music.

Quote: *"Put it before them briefly so they will read it, clearly so they will appreciate it, so they will remember it and, above all, accurately so they will be guided by its light."* — Joseph Pulitzer



Music proposals...

Harem
by Sarah Brightman



Carmine Meo
by Emma Shaplin



Read a book...

"The Angel Inside: Michelangelo's Secrets For Following Your Passion and Finding the Work You Love"

by Chris Widener

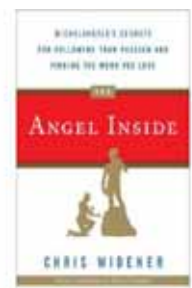
Hardcover: 128 pages

Publisher: Currency
(April 17, 2007)

Language: English

ISBN-10: 0385521022

Price: \$14



Extract: "The beauty is in the details. Your hand creates what your mind conceives. All great accomplishments start with a single swift action. No one begins by creating the Sistine Chapel."

Members' Philosophical Anti-Thoughts...

Here you can read the thoughts /anti-thoughts based on a members' first submitted philosophical concept.

After that, the editor is giving some thoughts based on writings of important academics and scientists of human history.

Send your thoughts to: vasfotis@yahoo.co.uk

This time, **Dr Panos Patsouris** gave us a few meaningful thoughts analysis of him, regarding nowadays' educational system. Finally, the editor is giving some thoughts of Dr Michael Dertouzos and Jean Jacque Rousseau.

ANTI-THOUGHTS ON THE DEADLY TRIPLE: Human, Education, Power

by **Dr Panos Patsouris**

There is a continuous, indirect but sound fight between educators and students.

The cognitive subject is totally abandoned, most of the time, along the educational process, giving room to a psychological power game.

Educators' attitude management by the students is the best dress rehearsal for dealing with employers' attitudes in the future.

Educated people considered dangerous in the old times, whereas, nowadays they are considered a replaceable commodity.

The most cost-effective road to power is through education.

Dr Panos Patsouris is a "Systems' Life-cycle Management" scientist. He has been active for many years in Higher Education in several positions in Universities around the world (UK , South Africa , Germany etc).

What Dertouzos says ...

Michael Dertouzos in his "Unfinished Revolution" wrote:

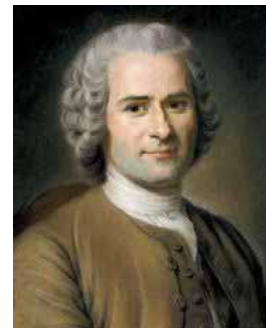
"The most important co-operational work in the world is education. Actually, education is so vital because it determines the future society. Education is the only so powerful factor that could eliminate the chasm between pure and rich people".



What Rousseau says ...

Jean Jacque Rousseau in his "Confessions" wrote:

"I have decided that a big amount of skills and knowledge will be the best way to protect myself by the poverty".





The challenge of using “myths and history” in adult education and lifelong learning: the Egyptian Cinderella case

by Barbara Saribalidou

Some years ago I saw a school/children book slightly different from the usual works of his kind. This was about “*The Egyptian Cinderella*”. After a small research on internet resources, I realised that there were a lot of published works on this case.



What about the “real Cinderella”? It first recorded by Strabo in the first century B.C. This version is based both in fact and fiction as well. Historically there was a slave girl called Rhodopis who married the Pharaoh Amasis (Dynasty XXVI, during 570-526 B.C.). Rhodopis means in Greek “the girl with the beautiful eyes as roses”. So, she became queen. A fellow slave, Aesop, told her many stories. In this version the slipper is not golden but rose-colored. Rhodopis was traveling on a ship and she was stolen by pirates. Rhodopis became a Greek slave in Egypt. She befriends the animals, and dances for them often. One time, her master saw her dancing and was so impressed that he gave her a pair of slippers gilded in rose-red gold. When the majestic falcon Horus deposits one of Rhodopis' rosy-gold slippers and brings it to the pharaoh, Pharaoh determines this to be a signal from the gods to marry the woman whose foot it fits.

It is believed that Amasis was married her with the name Khedebneithireretbeneret. Herodotus said that on account of friendship for the people of Kyrene, Amasis married a Greek girl. Amasis is also known as Ahmose II, and he was the 5th ruler of the 26th dynasty. He is considered by some to be the last great ruler of Egypt.

It is referenced by many educational philosophers that myths can be used in pre-school and early-school education. What about work on myths and legends with adults? This will never be reality except if we gave to students shocking information. This could be the reality behind the old myths.

Let's say that we gave them the key to the real story behind the myth. After that we could drive them in research, in further work, in other countries good feelings. We can connect their concept and thoughts with other places, images by making an interesting lesson/seminar. But the most important will be the possibility to make them to search under the written words, and push them into a research world of possibilities and final scientific results.

These stories can also used as a simple break in order to clear students mind and/or give extra interest during the teaching hours. If we knew the real stories (or similar stories to the original tale) we could connect myths and legends with the everyday reality. Then, maybe adults can hear our words more carefully giving the essence of fantasy and creativity in their work, and of course transforming our lesson by a coherent incurious speaking and reading time to a tasteful and colourful travel.

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1. Shirley Climo, 1992, *The Egyptian Cinderella*, Harpercollins Juvenile Books, New York
2. AprilMcDevitt, <http://egyptianmyths.net/mythslippers.htm>, “The Girl with the Rose Red Slippers”
3. Yolanda Trapp, <http://www.yale.edu/ynhti/curriculum/units/2004/2/04.02.02.x.html>, Representation of Ethnicity through Fairy Tales: Cinderella

Barbara Saribalidou is an Adult Learning and Lifelong Learning Tutor and Researcher in Philosophy and History of Education. She has worked for UK and Greek Higher Education Institutes and Universities.



Immigrants Lecturers: the case of Byzantine lecturers in West Europe Medieval Universities.

by Fotis Vassileiou

Many Universities and Academies founded during 1440 to 1500. University of Cambridge (1441), University of Bordeaux (1441), University of Catania (1444), University of Glasgow (1451), University of Valencia (1452), University of Graifsvald (1453), University of Basel (1459), University of Nantes (1460), University of Bourg (1461), University of Bratislava (1462), University of Saragossa (1474), University of Magontsa (1476) and University of Uppsala (1477).

On May 1453 Constantinople falls in the hands of Ottomans. Before and after that fall many scholars, teachers and philosophers escaped from Byzantine Greece (the land of terror) to Italy (the land of freedom). Most of them taught in the schools of Florence, Venice and Rome, Ferrara, Naples, Patavio and Padua. New schools and libraries established. Modern educational philosophical concepts, teaching approaches, translation ways and strategies came to the light.



Many Byzantines began to look the Christian West as a possible escape. Thomas Palaeologus (Despot of Morea and brother of Constantine XI the Emperor) arrived in Rome in March 1461 and threw himself under the mercy of Pope Pius II. His daughter Zoe married the Grand Duke Ivan III of Moscow in 1472 (Ivan the Great). In this period the Greek population expansion to Italy was rapidly growing. This was the basic reason for the declaration of Cardinal Bessarion (in 1478): "Venice is almost another Byzantium".

Such emigrants were: John Argyropoulos, Theodore Gaza, Cardinal Bessarion, Demetrius Chalcocondyles, Laonicus Chalcocondyles, Manuel Chrysolaras, George of Trebizond, Andronicus Callistus, Constantinus Lascaris, John Lascaris, Michael Apostolius, Andreas Contrarius, George Hermonymos, Nicolas Secundinus, Andronicus Kontovlakas, John Servopoulos, Jacob Sceva. A lot of them were lecturers in other European countries as well. For instance: John Servopoulos in England (Oxford University), Andronicus Callistus in England and France (University of Paris), Andronicus Kontovlakas in Switzerland (University of Basel), George Hermonymus in France (University of Paris), etc.

The Latin academics supported that "Greek immigrants movement" and helped the establishment of Greek Philosophy and Grammar schools were: Lorenzo Valla, Agricola, Desiderius Erasmus, Guarino da Verona, Pallas Strozzi, Marsilio Ficino, Umberto Decembrio, Poggio Bracciolini, Leonardo Da Vinci, Flavio Biondo, Giacomo Ammanati, Bartholomew Platina, Domizio Calderini, John Gatti, Valerius de Viterbu, Nicholas Perotti, Gasparro Zacchi, Jacob Parleone, Campanus. Basic financial supporters: Pope Nicholas V, Anna Notaras, Cosimo de Medici.

Some of those Greek teachers are known for a special case (educational or not): Argyropoulos was one of Da Vinci's tutors, Gaza was written the 500 years known Greek Grammar appended by his pupil Erasmus, Lascaris was member of one of the greatest European aristocracy families (basically in Malta and France) who helped printing works, Servopoulos import coffee for first time in England (as it is said to help his pupils many hours studies), Cardinal Bessarion for his Bessariana Academy and the support of the most of these tutors.

Those lecturers were immigrants around the Europe. Universities, Academies, Schools, Museums and Libraries gave them the opportunity to become full parts of their body. The result was the renaissance in educational efforts and the philosophy and literature studies renew. Their names are written in gold epigraphs in many places around the globe. Sometimes we are thinking of studying their work again in order to renew our modern works and to rediscover our higher education roots and philosophical original concepts. Something was lost in the way to development. How ironic it is to dig into Middle Ages in order to modernise our future perceptions.

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1. Prof. George Markou, 2001, "The Ancient Greek contribution on the shaping of Medieval Europe", Periplous Publications, Athens
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3. Jonathan Harris, 2002, "Byzantines in Renaissance Italy", Hellenic Institute-Royal Holloway/ University of London, Surrey
4. Deno Geanakoplos, 1989. "Constantinople and the West: Essays on the Late Byzantine (Paleologan) and Italian Renaissance and the Byzantine and Roman Churches", University of Wisconsin Press

Fotis Vassileiou is an Adult Learning and Lifelong Learning Tutor and Researcher in Philosophy and History of Higher Education. He has worked for UK and Greek Higher Education Institutes and Universities.

SEND YOUR ARTICLES...

Dear Members-Subscribers,

Please explore your LLE thoughts concerning links to ancient, medieval, renaissance or even 17th-18th century philosophical aspects (by the eye of researcher, educator, student, manager and/or historian). You may forward this announcement to colleagues who are interested in, but remind them to ask for membership before.

Your article contributions must be around 300 words, "anti-thoughts" submissions must be around 80 words. Short description details of you will be accepted (not more than 30 words). Bibliography (books, magazines, internet references) is necessary for articles (at least 2 of them per article).

The submitted articles and "anti-thoughts" should consist of a reflection with your special thoughts or studies in a subject concerning the Adult, Lifelong or Further Education inside the Higher Education. Their indicative area could be in History of Education, Educational Philosophy, Educational Management, Educational Research, Curriculum Design or Educational Psychology.

Subjects must include reflective analysis (or comparative analysis with nowadays situation) regarding Ancient (Greek, Roman or else), Medieval or Renaissance (basically European). (Some articles concerning 17-18th century historical research will be subject of consideration to be published in some issues).

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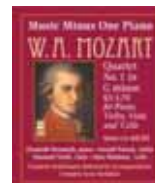
The views expressed in this newsletter do not necessarily reflect those of the editors. Please, send your contributions, suggestions or comments to vasfotis@yahoo.co.uk.

Educational Research... Something Different...

Mozart for students?

The State University of California (USA) have organised a useful research to check scientifically if people's rumours about classic music positive affects to babies, children and adults are true.

The results were absolutely convenient on proving this "myth". University of California claims that the students who hear 10 minutes of Mozart's music showed extremely positive reactions in thinking and studying.



Forum Director Proposes:

So, this "myth" comes true and became "history" by now.

If you are teaching you can try (with the appropriate permissions by managers) to experimentally use classic music in your class, in order to verify by yourself this research. We will be very happy to hear good news by you.

Coming Conferences...

Creating Interrogative moments 22-23 June 2007

University of Ulster, York Street, Belfast

A range of workshops and exchanges with cultural practitioners' interventions in archival resources and creative and engaged dissemination strategies is offered. Participation is free, but places are limited.

For more information:
Graine Loughran- email: g.loughran@ulster.ac.uk