

András BENEDEK

Mobile Learning: New Horizons and Unstable Summits

The presentation summarizes the author's theses of his several years' research presented in his publications. The title plastically refers to the fact that m-learning can significantly contribute to the development of the number and quality of horizontal connections. At the same time, it can be witnessed that learning, accepted as one of the determinants of social hierarchies and acquired in traditional settings as a specific 21st-century phenomenon is relativising. M-learning as the ever more democratic tool of the formation of the new learning space from the viewpoint of social access, has been able to introduce a new space and time dimension in the conservative world of education because of the significantly greater penetration as compared to the so far known technologies. However, although the aversion of mainstream education is still of significance, new approaches are encouraged by the technology and attitude shifts, the increasingly stronger impact of virtual reality on the surroundings leads to the formation of a new organic learning environments on different scenes of education. M-learning situation is a model of the new pedagogical paradigm to be examined in practice, which can be characterized by the conscious turning from traditional classroom learning and the intensity of the technical and social elements of mobility.

The presentation draws attention to the new elements emerging in the social dimension (falling behind, marginalised layers with communication problems) as an especially important praxis of social learning and the today only partially conscious spread of the communication's impact. As a consequence, the system of learning outputs that can be integrated in time, in so far as the vertical performance in hierarchical social-institutional dimensions is only taken into consideration, can relativise quite fast at present and especially in the future. While the continuous regeneration ability of integrative knowledge emerging in the social networks is stable and continuously increasing in principle, outstanding individual performances in the case of individuals and smaller groups can probably only be considered as unstable knowledge performances in the long run as a consequence of social isolation. Although knowledge is still measured in educational levels due to time-honored traditions, these statements draw our attention to the fact that learning activity developing horizontally can significantly contribute to individual stability and continuous development in the social dimension.

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 Perma-



ment 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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