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Paths and Traps in the Forest of the Digitization of Education

Nearly three years ago we have started our journey in the forest of the digitization of education. “The universe is ours”, therefore the university’s mission is to search for new roads to the future. The Visual Learning Lab (VLL) seems to be a new professional community, its voluntary “migration” meets new paths, and also traps. *Martin Kemp* and *James Elkins’* work (2007) gave the first impulses on the way of visual practices across the university. The pioneers – *Theo Hug, James Katz, Kristóf Nyíri, Barry Smith* – provided a wide scientific orientation, but the challenge is great, both theoretically and practically. The forest of the rich fauna – painting, sculpture, architecture, television, film, video, mass media, internet – of the ICT environment gave a lot of new opportunities for education to improve the content and the methods of education. My paper, based on the activities of the VLL and the previous conferences – trying to select milestones – between 2009 and 2012 attempts to systematize the professional paths in the way of digitization of the content and teaching in higher education and to give feedback about the real traps which could be potential obstacles in the change of the character of education.

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Vistas of Learning in the Mobile Age”, in Kristóf Nyíri (ed.), *Mobile Understanding: The Epistemology of Ubiquitous Communication*, Vienna: Passagen Verlag, 2006, and “Mobile Learning: New Horizons and Unstable Summits”, in Kristóf Nyíri (ed.), *Engagement and Exposure: Mobile Communication and the Ethics of Social Networking*, Vienna: Passagen Verlag, 2009. 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

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