

1. COMPTE RENDU INTERLANGUE

Textes 4-5

Rédigez en français un compte rendu des textes suivants, en 225 mots, plus au moins 10%.

The New York Times (*The Opinion Pages*) – May 6, 2012

What About the Lab Work?

By Walter Lewin

Walter Lewin is a professor of physics emeritus at the Massachusetts Institute of Technology.

Campus culture with the discussions with faculty and peers is a key part of becoming an academic of the caliber worthy of an M.I.T. or Harvard degree.

Students who take these courses online should be offered some kind of certificate -- call it a diploma. And I think all universities should offer online courses. But no, the students should not receive an M.I.T. or a Harvard degree from taking these courses. In my field, students must do labs, which are key to becoming a physicist and getting a degree at M.I.T. These very sophisticated labs cannot be done at anyone's home. They require dedicated, often very expensive, equipment.

This is not the only reason why an M.I.T. or Harvard degree should not be granted even if all the courses have been taken online. Campus culture with the discussions with faculty and peers is a key part of becoming an academic of the caliber worthy of an M.I.T. or Harvard degree.

I have three M.I.T. courses on the Web with video, problem sets, solutions and exams: "Newtonian Mechanics" (a freshman course); "Electricity and Magnetism" (a freshman course); and "The Physics of Vibrations and Waves" (a sophomore course). These courses are watched yearly by 2 million people. According to the dozens of e-mails I receive daily, I have changed the lives of countless people with these courses. It is a moral obligation to educate the billions of people in this world who are intellectually starved through no fault of their own.

It would be wonderful and justified if they would be awarded a certificate provided they have "passed" the course. But that "passing" issue is, of course, a tricky one. John tells me he did all the work and he wants a certificate. Did he really do all the work or was it done by Mary?

Nb mots = 304

<http://www.nytimes.com/roomfordebate/2012/05/06/got-a-computer-get-a-degree/with-online-courses-what-about-the-lab-work>

The New York Times (*The Opinion Pages*) – May 6, 2012

A Way to Reach Minorities

Kathy Enger

Kathy Enger is the director of the Northern Lights Library Network. She has a doctorate in educational leadership and has taught online courses in higher education for nearly a decade.

Online higher education affords the opportunity to cross racial boundaries and to explore sensitive issues in a nonthreatening context.

Online higher education has the capacity to lower cultural barriers that often exist at traditional colleges and universities. When I began teaching at an online university a decade ago, I discovered to my delight that I could engage with students from all over the world, regardless of their location, economic status or race. Student diversity contributed to the vitality of learning and was an unexpected component of the virtual experience. If all the students I was then teaching had been brought together in one physical space, they would likely have become segmented into separate groups. One of my students even commented once, “Dr. Enger, if I had met you in high school, I likely wouldn’t ever have spoken with you!”

More recently, I taught in a doctoral program at a land grant university in the northern Great Plains.

Unlike the group of students I taught earlier, this group was largely homogeneous, consisting of adult professionals who had spent most of their lives in that region. Our program was offered on a distance basis, some courses by interactive video and others online. Interestingly, when I taught a diversity course online, I witnessed a homogeneous group of students experience the nonthreatening nature of the virtual environment, a freedom similar to that experienced by the racially diverse groups I taught earlier, in this case the freedom to express long hidden feelings of empathy for marginalized groups.

My experience tells me that online higher education affords the opportunity to cross racial boundaries and to explore sensitive issues in a nonthreatening context.

Online higher education has the potential to lower racial barriers, and for this reason alone, institutions of higher education ought to consider offering online courses for credit and as accredited degree programs.

Education is a great equalizer. Higher education gives opportunity to those who may be marginalized or excluded, simply because of nationality or economic status. Elite institutions, like Harvard and M.I.T., are in a key position to expand their programs and to offer online courses for credit to people who have traditionally been bound by race or place.

Nb mots = 365

<http://www.nytimes.com/roomfordebate/2012/05/06/got-a-computer-get-a-degree/online-courses-offer-a-way-to-reach-minorities>