

MODELLING THE FUTURE OF EDUCATION AND IT'S COMPONENTS

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Abstract

All the institutions of society are part of the system of education. Education is not value itself, but the unity of the ability to predict and recognize that comes with the experience. The meaning of each term comes out in a context. If a context changes, the meaning changes.

To archive successful results in the future that are expedient, effective and intensive we must know educational theories, -methods, -methodology, -didactics and practice and none of them can be understate or ignored. Beside that we must take account of all the prerequisites - individual, educational, proprietorial, communicative, interactive, cultural, social, economical, legal, political, ideological, organizational, administrative etc. All that is possible through modelling and knowing the category of unity. Models help us to understand the factors including causes and are necessary to predict results and consequences through changes. Results are what we wanted and consequences are things that we didn't want but still happened.

We are happy to share with You small part of models of education that Professor Emeritus Ülo Vooglaid has been working out and tested during the last 50 years.

To approach education as a PROBLEM we need to have an understanding of education with all of it's factors. We need to know how things ARE and how things SHOULD be. We need to have an active attitude towards exceeding the current limits.

The transpersonal approach sees humans as one, connected and united organism. We are challenging everyone to consider what is currently necessary, what is currently optimum, what is maximum and what is ideal in terms of the future of education. The future of human race depends on that! We could not cover the topic fully with this paper but we would like to give You a taste of our views. We are very open to working with others and are hoping to find partners who see education as a means for development, happiness, freedom and progress.

Current disposition of the authors

Training and teaching that excludes the innate peculiarities of a student's personality such as health, experiential, cultural and other features, that seeks to hone students into identical snooker balls, and that does not let the student be authentic and creative is principally unacceptable.

It is time to take responsibility for reducing students' self-esteem, and their independent and critical thinking and turning them into objects of manipulation instead of becoming subjects of self- and social -guidance. With this paper we would like to share some of our viewpoints and models and we ask You to challenge us and share alternate viewpoints. Cooperation between all nations, ages, cultures, races and genders is needed and is welcome!

Man

None of the problems in society, can be solved at the level, where they occur. All man made problems have social, economic, legal, political, ideological, cultural, technical, energetic, technological, ecological etc aspects. To be precise solving problems is not possible - it is, however, possible to eliminate or reduce the causes of the problems. Satisfactory results are achieved through complex and systemic approaches (solutions), but we must start from ourselves. We, humans are: individuals and personalities; subjects (active element who wants and are able to decide and will take the responsibility) or object of manipulation by others; members of society and representative of cultures; outcome, creators, destroyers and caretakers of the families, communities, societies; a conglomeration of roles and statuses; presumption and obstacle; purposes and means; a resource, a

condition, principles and criteria; a size and a price of everything; a system of systems...

Man is a probabilistic (stochastic), compensatory, labile (dynamic), adaptive, social, emotional, intellectual, cognitive, spiritual, integrative, assimilating etc BIO-social system.

We feel that it is important to emphasize mans meaning, mans action and mans results and consequences comes out only in the meta-system, to be precise in the metasystem of system - the super system.

Life

Life is a biological and social phenomena and process. Life is a consistent sequence of events that is chronological and logically and/or genetically related. To create the future of education we start by analyzing and creating a model of life: it's meaning, quality, style, rhythm, space, resources, importance, result, way, tension, time, conditions etc. Paradox is that we can only deal with the things that life depends on but not with LIFE itself. To act in all aspects of life is a matter of one's education, awareness, erudition, orientation, morality, spirituality, motivation, affiliation, style, consciousness, abilities, world-view and self-view, personality, health, experiences, subjectivity, development, relations, communication, cooperation etc with all the factors, assumptions, outcomes, consequences, prerequisites, dependencies etc.

Education

We also start by analyzing education as a process and as a phenomena. Let's map out everything that depends on education and everything that education is depending on. What are the components, structure, dynamics, quality, functions, genesis etc of education? What takes place in all the areas? How the content, form, space and time are distinguished? We see education as a creation of life-long span of preparedness (readiness). What do we need to be ready today and tomorrow. Education cannot be focused on past nor present but to the future. We see education as the unity of knowledge and skills, unity of understanding and recognizing, unity of individual being and behaving, unity of knowing the past and foreseeing the future.

The prerequisite is the ability to be in a *situation of choice* not in the *situation of coercion*, to be in the *situation of problem* (where one knows that there is a solution and a good one) not in the *situation of absurd*, when it seems that are no satisfactory solutions. Situation of choice has at least four criteria: there must be at least one alternative choice; more alternatives can be added; there is no fear that any harassment could take place here and now nor later of elsewhere; one understands true importance of the question/decision and the need for a dedication and good solution that is purposeful, efficient and enough intensive.

We feel that the aim is to turn schools and all other institutions with educational purpose to reach a seamless self-functioning and -regulating system that is changing and developing according to the inner and outer, present and future needs of the students and society as whole. For reaching this we call for developing a model of a subjects preparedness that involves qualification, motivation, intuition, orientation, erudition, affiliation, style, health etc.

We feel that to understand education as an activity, phenomena and process we need to expand upon on it as a sum of different activities as experimenting, researching, teaching, learning, playing, creating, working, studying, analysing, synthesising, discovering, formulating, searching, conducting, mimicking, cooperating, communicating, meditation etc. It is important to emphasize that every activities includes a portion of all the other activities of the system as Ludwig von Bertalanffy signified in his General System Theory.

Development

We see that the main process in school is not teaching nor raising the children but the *development of children* and creating and keeping the best conditions for that. We see development (improvement) as a sequence of qualitative transformation. However it is possible to deal only with quantative changes. Development is always objective. One can not develope grain nor child. One can create the balanced conditions for development but developement is the inner process of self-regulating systems.

So it is reasonable to use everything that helps the development of students and it is reasonable to remove everything that holds back the development of students. We ask everybody to be united and work out a model for a self-sustaining, independent and free individual who will reach their own full potential and self-actualization. Let's map out as many prerequisites of subjects development as possible. We see that there is value only in activities that help an individual to become more independent so everything that creates dependence could be analysed and made sure that it is not dangerous and harmful. We feel that it is important to emphasize that success it archived through cooperation when participants enrich and complete each other, are enough similar to be able to communicate and enough different so there is a point to communicate.

Teacher

We feel that in all types of learning the key factor is the TEACHER - a lively, smart, loving, reliable and respectable personality, who will create the mutual prerequisites for success through cooperation and supportive environment for development and improvement keeping self-confidence and self-trust. However, along with the right to be a teacher comes an obligation to be responsible for the learning outcomes and consequences. An ideal teacher would make strategic decions with parents and take account of all his/her students heritable-, gender-, age-, healthy-, personal-, psychological-, social-, spiritual-, physical etc features. As well as all the needs, interests, fears, expectations, dreams, beliefs, affections, frustrations, offence takings etc. Teaching should not be child centered but the development of child centered.

Students

We feel that it is time to design the environment, situations, families, communities, societies, homes, schools etc in a way that is supporting fully the development of the students. We call everybody to make a model for a student that would include love, tenderness, creativity, trust, dedication, information, recognition, support, attention, independence, freedom of choice that is based on order and the right (and sometimes the obligation) to explore opportunities, threats, alternatives, risks etc. Enough fresh air, food and water. Enough time to create, develop, rest, sleep, think, feel, play, share, read, write, create art, to do physical activities, play musical instruments, analyze and deal with the spiritual practices. An appropriate rhythm and tension of life and so on and so on...

Knowledge

Nowadays at schools we measure the quantity of knowledge but not the quality (characteristics) such as appliance, deepness, constancy, capacity, complexity, questionably, fundamentality, upgradings, quality, quantity, dimensionality, extropy, sureness, systematics etc

Skills

Skills have also characteristics. To be able to become skillful one must have an understanding and imagination of the processes needed, results, conditions, resources, tools, threads, opportunities etc. One must possess the theories, methods and methodology.

System of Dispositions

We feel that the future of education should take account of all dispositions - taboos and myths, attitudes and postures, virtues and ideals, values and norms, beliefs, understandings, needs, habits, traditions, interests, motivations, fears, dreams, desires, hopes, expectations etc. We feel it is important to emphasize that all dispositions act mutually and holistically (so we can't speak only about values for example).

Future of education

We call everybody to unite in the goal to make sure that future generations will be educated in a way they will be smart, harmonious, balanced, polite, forgiving, holistic, cooperative, alert, strong, enough demanding and caring at the same time, consistent, responsible, cordial and healthy physically, psychological, emotionally, intellectually, spiritually, ethically and socially.

So that future generations would have no dependencies; no greed; no fears, no lasciviousness; no manic behavior; no fixed dangerous ideas; no fanatical attitudes; no over- nor an inferiority complex; no arrogance; no indifference, no life-boredom and no escapism (alcohol, tobacco, drugs, religion, sport, entertainment etc). Let's create through the future of education an environment that is sustainable economically, ecologically and socially. Pedagogical and andragogical activity purposefulness can be measured with the amount of how much it is creating the students preparedness to orientate, decided and executed in future. Preparedness that is not only helping one to survive but to take active attitude be creative, have a good sense of the world, ability to predict and solve problems. As todays students will live in the reality of the future we must acknowledge that prognostics should be a part of pedagogy and andragogy. In material productions it is possible to raise effectiveness by reducing the costs and input. In non-material production it is possible to raise effectiveness by increasing the costs and input. An out of date and no-good system on education cannot be improved - it must be replaced.