

New approaches to learning as keys to success

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Institute for Progressive Education

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Challenges

Public expectations

Public expectations related to education are constantly growing.

At the same time, different opinions of what makes learning effective and what the results of learning should be are also growing in number.

Influence of technology on learning and training/teaching

Online content, “open” study materials and methods – require new flexible ways of “provision and reception” of knowledge and skills (in terms of location, time, and personalization).

The different goals of learning

Training should help students acquire „demonstrable“ knowledge and skills or ways of thinking (creativity, critical thinking, problem solving, decision making, and training), ways of working (communication and co-operation), instruments for processing of information (incl. ICT), civic skills (life and career planning, personal and social responsibility).

Education can be *either* an instrument used to facilitate integration of the younger generation to the logic and framework of the present system in order to bring conformity, *or* can become the practice of freedom, the means by young people deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire

Education in 2033

Envisioning the future of education technology

Education lies at a peculiar crossroad in society. On one hand it has the responsibility of anticipating real-life skills by preparing us for an increasingly complex world – but education methodologies can only be formalized after practices have been defined. This dichotomy is particularly aggravated when it comes to technology, where fast-paced innovation and perpetual change is the only constant.

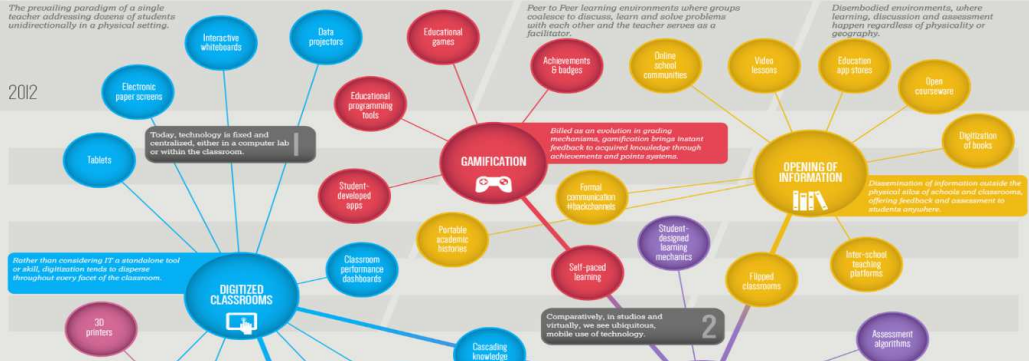
This visualization attempts to organize a series of emerging technologies that are likely to influence education in the upcoming decades. Despite its inherently speculative nature, the driving trends behind the technology can already be observed, meaning it's a matter of time before these scenarios start panning out in learning environments around the world.



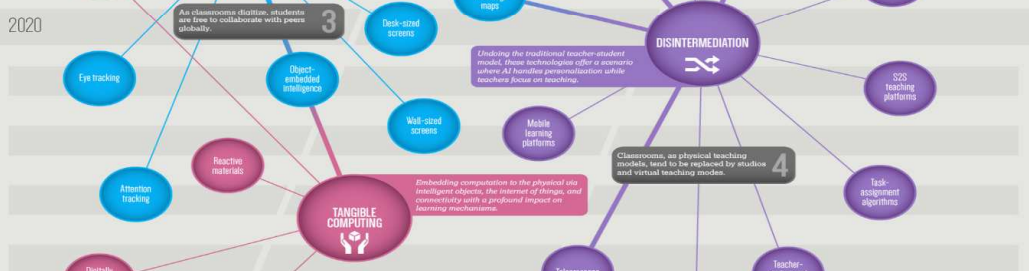
Classroom

The prevailing paradigm of a single teacher addressing dozens of students unidirectionally in a physical setting.

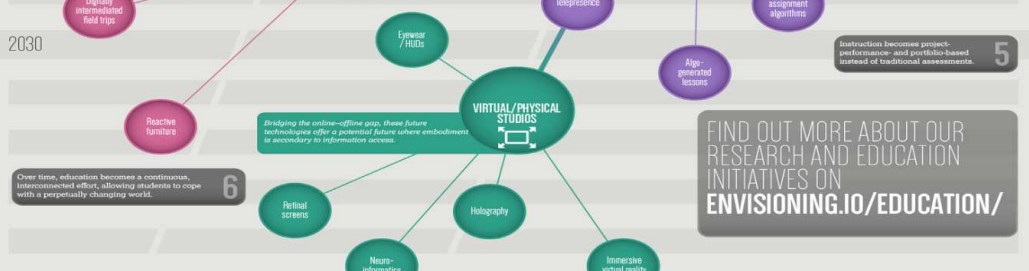
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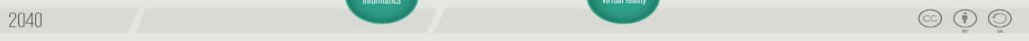
2020



2030



2040



„**Global access**: Almost anywhere in the world people will have access to the best educational materials. Almost all textbooks will be accessed free of charge online.

Personalized training: The tradition of having students of the same age study the same material will be a practice of the past. Technologies will allow for the process of education to be adapted to the needs of each student.

Interactive classrooms: Teachers will be spending less time teaching; they assume the roles of mentors. Learning will be project-based, practical and interdisciplinary.

Competence-based evaluation: Students will no longer be evaluated on the basis of time spent in class, but based on their competences.“

Oliver Bussmann

The main questions



Why? How? What?

What do we expect students to know and be able to do and how can we check this in the conditions of the environment in the photo?

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What do we gain and what do we lose when, formally claiming that we are managing quality, we continue unifying approaches, promoting stereotypes, and limiting the freedom of schools?

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How do we find the balance between the common and individual "good" solutions in a world of growing global tendencies - unprecedented areas of freedom, rise of ambiguity, opposition of individual, group, and national rights, globalization of societies and economies, supranational nature of most problems and their solutions, etc.?

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Are we able to teach our children what freedom is if we do not create school communities and study/work environments characterized by freedom?

Change in schools

High standards schools	High quality schools
<ul style="list-style-type: none">• Selection of the best students of “the best origin”• Special programs and other privileges• Maximum number of classes and teachers• Appointment of good teachers• Preparation for competition	<ul style="list-style-type: none">• Education of students of all social backgrounds• Programs with focus on students• Improvement of routine work of teachers and school• Formation of teams of teachers focused on the mission• Preparation for studying/learning (management and pleasure)

Pre-School and School Education ACT

The autonomy of kindergartens and schools means they are allowed to:

1. formulate own policies for development in compliance with the country's legislation;
2. regulate their structures and activities in a rules book;
3. choose the type of organization, methods and means of training.

Autonomy includes the right to independently choose and compile their own curricula, to distribute the syllabus to best respond to the needs of students, to determine the educational subjects in the cases envisaged by the Act.

Innovative schools are the ones which achieve improved quality of education by:

1. developing and implementing innovative elements related to the organization and/or the content of education;
2. introducing new or improved management, teaching, and study environment;
3. implement new teaching methods;
4. develop new approaches to the educational content, curricula, and syllabuses.

The principal of the innovative school can approve syllabuses for one or more educational subjects for the respective educational stage.

Elective lessons can be devoted to educational subjects such as native language, choreography, religion, as well as subject related to global, civic, health, and intercultural education, entrepreneurship, management of personal finances, programming, defence of the native country, protection of the population and environment.

Ordinance concerning the provision of general education

In the innovative schools, general education may be acquired also by the study of additional and/or integrative educational subjects.

In the innovative schools, syllabuses may be approved for one or more general education subjects for the respective stage.

Ordinance for the curriculum

The curriculum of an innovative school may contain up to 30% of the compulsory lessons for each of the general education subjects.

The curricula of innovative schools may contain only the number of lessons for the respective stage from the study of one or more general education subjects.

A 10% increase of the total number of compulsory and elective classes is acceptable.

The total number of study weeks in one academic year may vary for the different innovative schools – in the case of the introduction of innovative elements in relation to the organization of instruction.

Thank you!

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