Educational Paradigms: Old and New

IFE 2020

February, 2009

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Do you think a bigger whip would help?
Let’s visit some schools that are successfully riding dead horses.
Let's try a more experienced rider.
Let's assemble a committee to study dead horses.
I think we should raise the standards for riding dead horses.
I think we should evaluate the horse's reputation.
What about implementing an Individual Equestrian Plan (IEP)?
Let's try team riding.
We will categorically deny there is anything wrong with the horse.
The basic problem is the horse's parents—poor breeding!
Let's try throwing more money at the problem.
I think we should give the rider a competency test.
What I think is needed is federal assistance.
I know what to do! If you’re riding a horse and it dies, get off the horse . . .
and try something new.
If you were riding a horse and it died, what would you do? Ancient wisdom advises the rider to dismount and find a better mode of transportation, whether it be another horse or something entirely different. Unfortunately, too often people try to revive the dead horse with well-intentioned yet unrealistic solutions.

Today, school systems nationwide are continuing to ride their own version of “the dead horse.” Most affected by this practice are teachers and students who suffer under reforms that often just do not make sense. The message presented in this book is our attempt to emphasize the importance and necessity of applying common sense practices to present-day and future school reform. So if you’re attempting to ride a dead horse, or if you know someone else who is attempting to ride a dead horse, our best advice is to get off and find something that works.
Paradigms: Old and New

The Road Behind
Finding New Pathways
The Road Ahead

THE PAST

NEW FRAMEWORK
**Paradigms: Old and New**

The Road Behind: A Historical Perspective—How paradigms evolve

Finding New Pathways

The Road Ahead:

NEW FRAMEWORK
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The Road Behind: A Historical Perspective—How paradigms evolve
Finding New Pathways Resistance to change
The Road Ahead:

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The Road Behind: A Historical Perspective--How paradigms evolve

Finding New Pathways: Resistance to change

The Road Ahead: The shape of things to come
The Evolution of the Education Paradigm

- Emerging needs of the industrial workplace.
- The massification of enterprise efficiency.
- The birth and evolution of nation states and the end of the colonial period
- The demands of technology, the marketplace, and consumerism
Main elements of a strategic policy paradigm

(from Yaacov Nertzberger)

- A critical mass of policy makers and decision managers
- A commonly held set of principles or beliefs, as applied to a specific issue
- Adequate resources to implement the policy strategy
The Setting for a New Education Paradigm

- Rapid pace of change; the qualitative nature of today’s change.
- The need for a new set of operating premises and mechanisms to meet these changes.
- Examples from other sectors: transportation, communication, banking
- The imperatives for education
Operational Implications

- An implementing bureaucracy
- A set of operating procedures
- Budget and accountability mechanisms
- A new constituency of stakeholders
- Spread of the paradigm’s underlying rationale
- Unforeseen consequences
Paradigms: Old and New

The Road Behind: A Historical Perspective—How paradigms evolve

Finding New Pathways Resistance to change

The Road Ahead:

NEW FRAMEWORK
Finding New Pathways

• The supreme irony: Never before has the world changed so much and so quickly, and yet never before has policy and paradigm change been so fiercely resisted.

• “We are not just in an era of changes; we are in a change of eras.”

• Our old paradigms are not going to prepare our students for the future.
The Impetus for Transitional Change

- Sometimes, failure
- New regimes
- Media and public attention
- A dramatic change in parameters or new inputs
The alternative responses

- Inertia
- Adaptation
- Modification
- Transformation

- Reform vs. reorganization
- The anatomy, physiology, and pathology of reform
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The Road Behind: A Historical Perspective-- How paradigms evolve

Finding New Pathways: Resistance to change

The Road Ahead: The shape of things to come
Causative Factors:
- Globalization/interdependence: what is inevitable and what is avoidable
- Complexity theory and the pace/nature of change
- State, government, and systems inadequacies

The Need for New Paradigms:
- Learning for equitable, sustainable interdependence

The Delors Vision: A Lifelong Learning Society
SOCIETY SEGREGATED BY CLASSES
“SEAMLESS” LEARNING

- YOUTH AND ADULTS
- SPECIALIZED BASIC AND HIGHER EDUCATION
- STRUCTURED FUNCTIONAL SOCIETY
A LIFelong Learning SOCIETY

YOUTH AND ADULTS

SPECIALIZED FUNCTIONAL SOCIETY

BASIC AND HIGHER EDUCATION

EDUCATION
Elements in Transition from Old to New

Dominant Paradigm

Transitional P.

Emerging Paradigms
Schools

- **Dominant Paradigm**
  - compulsory, standardized public (state) education
  - hierarchical organization; patterned after industry
  - sorting by age cohorts; assessment through testing
  - curriculum content instructor based, “sage on the stage”
  - similar schools for common standards and outputs

- **Transitional Paradigms**
  - parent/community involvement
  - charter schools
  - state support for private and religious schools
  - decentralization; diversification
  - internet learning
Emergent Paradigms

- student focused
- instructor is now “guide on the side”
- emphasis shifts from information transmission and memory to problem solving and analysis
- multiple intelligences (Gardner) recognized and developed
- curriculum driven by Delors’ “four pillars”: learning to know, to do, to be, to live together
- case studies: Lok Jumbish in India, delaying the teaching of math in Illinois pilot reform project in Jilin, the pedagogy of language acquisition, curriculum on Delors’ four pillars in Melbourne, curricula on ESD areas by UNESCO, circles of concern in Culver City, 4 Qs in Manila, “floating blackboards” in Mindanao, “beehive project” in Andra Pradesh, etc.
Teacher Training

- **Dominant Paradigm**
  - gender bias in sub-sectors
  - poor salaries, flat careers, declining social status
  - tension between quality and supply: market driven
  - traditional departmentalized curriculum vs. real demands
  - teacher in command of classroom in a bureaucracy

- **Transitional Paradigms**
  - private school teachers have less pay but more respect
  - staff development based on peer consultation

- **Emergent Paradigms**
  - education based on notions of difference
  - Japan model of team teacher consultation on learning
Higher Education

- Dominant Paradigm
- Transitional Paradigms
- Emergent Paradigms
After the break, it will your job to fill out, based on your own experiences, what are the dominant paradigms, the transitional paradigms, and the emergent paradigms in higher education?

You can choose to look at:
- Student and graduate composition
- Administration and governance transformations
- Curricular and program shifts
- Use of IT and other new pedagogies
- ETc.