



opinion

Redoing the pedagogical model for the school of the future

by Jordi Viladrosa i Clua

Our society is undergoing such sudden changes that it is always a good opportunity to ask ourselves again if we are facing a scenario in which many professions will end up disappearing. The advances in technology predict a substantial loss of jobs that will be replaced by others that are still to be defined or that are just beginning to appear. Robotics, for example, will take the place of humans in mechanical and repetitive tasks. On the other side, we have the consequences of Covid-19: is the teleworking factor, virtual teaching, structural? How does it affect the education sector now and how will it do so in the near future? Is the pedagogical model we have useful and is it the most appropriate for the school we need? Does the current model of educational center have a future?

A first aspect to consider is whether we should not empty the curriculum of all those contents that are not part of a corpus of basic knowledge (essential and agreed) and common (for all students) in the framework of an education as personalized as possible. The classic memoristic model, repetitive and out of context, so typical of the current educational model, must be replaced by another model in which the training of students makes them useful to society and not only to companies and their production model. Ken Robinson in one of his multiple TED talks and interviews reminds us that the purposes of education have to do with four fields: the economy, culture and tradition (values), active

and committed citizenship and personal growth and development. That is, focusing the tasks on aspects such as sustainability and the environment; knowing one's own culture well in order to better understand that of others and to be tolerant; civility; personalization open to others without forgetting the interiority of oneself.

A second aspect would have to do with the acquisition of those skills and techniques of intellectual work that facilitate autonomous learning and intelligent research of the information needed to solve small challenges or cases that make it essential to work interdisciplinary of the various areas of knowledge (linguistic, mathematical, knowledge of natural and social environment, etc.). Preparing these new student profiles involves teaching them to think and do it critically, to solve problems (with contributions from robotics, artificial intelligence, the sense of algorithms, etc.), to know and implement soft skills: communication skills, ability to manage information well, decision making and conflict resolution, collaborative teamwork, proper use of time, stimulate divergent thinking and creativity...

A third block to be configured should be that of the evaluation understood as a regulatory process of learning and not as a grade to be reserved for the end, when it is necessary to certify that the pretended objectives have been achieved. In fact, the underlying model in the current legislation centered on a competent vision



Balancing life

“The classic memoristic model, repetitive and out of context, so typical of the current educational model, must be replaced by another model.”

of education should not be ignored, but rather made possible by changing the methodology and the evaluation. And perhaps it is not superfluous to remember that competencies are not developed without the support of knowledge. Pedagogy and didactics can be more useful than ever. This is the challenge!

Jordi Viladrosa has a doctorate from the Universitat Internacional de Catalunya in Human, Social and Legal Sciences and a degree in Philosophy and Educational Sciences from the University of Barcelona. He is also a teacher of the speciality of philology by the University of Lleida. He has a Master in Direction and management of educational centres by the University of Barcelona. He is currently part of the Impuls Educatió team as publications coordinator.

by Anna Forés

I would like to share some reflections that have come out of these months of the pandemic and also, some thoughts and data that have been brought out from our research or spaces we shared with others. We verify that this shaking and dead-end experience leads us to balance life using different elements. They will make us aware of the process that we have lived and help us adjust what we are experiencing. We have chosen some points to rebalance, not all the existing ones, but those are a starting point for reflection.

The balance between noise and silence. We live in a society full of noises; noises from the city, from traffic, from engines, but from everything that distracts us from what is essential. As a counterpoint, we seek moments of silence, of calm, of feeling inside, of re-encountering ourselves. One of the most critical data out of research is the feed-back to the following question: “what have you learned from this situation lived?” The most relevant answer is: learning to prioritize, to have patience and be calm. Therefore, the need to stop, to reflect on what really is a preference in day-to-day tasks, in life and to dedicate wholly to it. This exercise of interiority cannot be done in a noisy context; we need silence. Without silence, there would be no music. The music of life needs spaces of silence to be able to listen to us thoroughly. There’s a need to listen to take control of our life.