

An educational ecosystem

Reading task 3

Similarly to Senge (2008, 2012) and Robinson (2001, 2015), Luksha et al. (2018) observe that education is in the time of transition and appeal for a change of education based on the quickly changing world. Similarly to Bertrand (2003), Luksha et al. (2018) see education as reflective of personal, social, ecological, and cultural changes (Bertrand, 2003, p. 393).

Luksha et al. (2018) trust the power of educational institutions to be able to lead the way towards a wisdom-based society, i.e. the society based on collective wisdom for common good. The change of the world calls for a change of paradigm and involves digitalization, automation, the transformation of social institutions, demographic shifts, and transition toward sustainable societies, thus supporting the idea of self-guided and life-long learning.

As stated by Luksha et al. (2018), societal expectations force schools and universities to remain within the existing designs, thus “school freedom” alone does not allow the system to evolve significantly unless a purposeful and concerted action of educational innovators and policymakers makes this transition more efficient and directed. Thus, firstly a direction for intentional evolution needs to be set (Luksha et al.). Such a huge ambition cannot be in the hands of one person, though a gifted leader, nor a group of people. Such a goal needs the cooperation of many actors from various, not necessarily only school, environments. The common goal becomes a goal of the learning ecosystem. Luksha et al. (2018) define the ecosystem as a dynamically evolving and interconnected network of educational spaces, with individual and institutional providers that offer a variety of learning experiences to individual and collective learners across the learning lifecycle. Thus, similarly to Dewey (1942), learning ecosystems follow the concept of social responsibility. Ideally and within the educational ecosystem of a laboratory school, the central space of the system acts as an open portfolio, thus working with and also creating the prototypes, innovations, and best practices generated across the system and making these available to other schools and practitioners. Further, ideally, gardeners, systems leaders, designers/hosts, and practitioners work together to cultivate learning and collaboration that supports increasing levels of impact for societal transformation (Luksha et al., 2018).

References

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