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Educating the new generations

Teachers and students

**Gen Z & Alpha prefer
independence and welcome
change. They are co-creators.**

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What is education?

- Etymology:
 - Educare: to train, to mould
 - Educere: to lead out

The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily.

Bruner, J (1963)

Curriculum

- *Curricula subject to critique and change, translatable into practice and ultimately drew on the learners themselves, rather than a total dependence on the teacher as instructor*

Stenhouse (1978)

- *We need to distinguish between a curriculum built on an ‘ossified canon’ and one which ‘harnesses the fertile, generative qualities of knowledge to give all citizens access to intellectual tools for rational change.*

Young and Muller (2016)

Knowledge

- Substantive and disciplinary knowledge
 - Facts/concepts
 - Subject to change and revision, but slowly
- Powerful knowledge
 - Discover new ways of thinking.
 - Better explain and understand the natural and social worlds.
 - Think about alternative futures and what we could do to influence them.
 - Have some power over our own knowledge.
 - Be able to engage in current debates of significance.
 - Go beyond the limits of their personal experience.

Young, M, Lambert D with Roberts, C and Roberts, M (2014)

Students as agents of their own learning

- *Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and inquiry, toward guessing and hunches, toward the possibility of solving problems on one's own... To instil such attitudes by teaching requires ... a sense of excitement about discovery - discovery of regularities of previously unrecognized relations and similarities between ideas, with a resulting sense of self-confidence in one's abilities... The cultivation of a sense of interconnectedness is surely the heart of the matter.*

Bruner (1960)

Learning theory and pedagogy

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