**SciCulture Collaborative Project on The Future of Education -
The School of 2050**

Introduction

Innovation in education is at the heart of this 5-day intensive course. You will work in groups on a project to challenge your views of what education is today and what it could be in the future.

By working in transdisciplinary teams you will investigate this topic from various perspectives with a specific challenge: developing an innovative proposal for how education and schools might be in the future (2050) . You will learn how to move from observation, experience and analysis, and understanding how things are — toward "design synthesis" — suggesting how things could be, or ways in which we might encourage them to emerge.

As a group, you'll then communicate your vision or ideas for developing future education through a tangible manifestation such as an experiential or speculative prototype, a storyboard, a performance, or any other creative medium you want to use. To communicate this proposal you will organise a SciCulture event in Greece after the course (additional activities can be organised in your home country). Both the proposal and its communication need to be credible propositions for future education or for developing future education, based on exploratory activity and/or evidence gathered, creative extrapolation, and have a tangible manifestation using an entrepreneurial approach.

THE FUTURE OF EDUCATION
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What's the purpose of education?

"Education is the process of facilitating learning, or [helping others to acquire] knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings [offline, online and blended learning situations] and any

experience that has a formative effect on the way one thinks, feels or acts may be considered educational. The methodology of teaching is called pedagogy..." (Wikipedia)

Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, organisational models, design of the physical learning spaces (e.g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities and more. The provision of education — and means of accessing it — within any society are directly linked to the sociocultural, economic, political and technological factors prevalent; reflecting the values, aspirations and perceived needs within this community at that particular moment.

This project is an invitation to critically reflect on current values and perceived needs in order to identify emerging aspirations and behaviours that will shape the future of education. Exploring this future includes developing an understanding of what objects, technologies, and ideas will be important, and which actors will make up education in the future. In 30 years, ways of living will be different. People will have different views and life experiences, and will have grown up in different technological, economic and social climates, with different family structures, friendships, and relationships. People will hold different opinions on what it means to learn and to teach. These differences are very important to consider when exploring the future of education.

Some of the current needs and aspirations were identified in Greece and the rest of Europe from desk research conducted as part of the visionary workshops of the OSOS (Open Schools for Open Societies - https://www.openschools.eu/) project and from the consultations made in the framework of the CREATEskills (http://createskills.eu/) project where school heads, teachers, students and parents from across Greece were reached to gather their feedback regarding the most pressing issues that education is facing and its future.

These recommendations and opinions of the education professionals can be grouped into different themes as triggers to think ahead in the future: *"Re-imagining learning environments", "The shifting role of technology within the educational experience", "Education in the age of the Anthropocene".*

THEMES

Re-imagining learning environments

The current state of the art showcases a lack of adequate infrastructure, especially in primary and secondary schools. There is a need of a more innovative and creative environment that could foster learners' 21st century skills.

'Formal education' tends to occur in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher.

The course will critically invite you to debate and challenge this statement and move your thinking into new territories. The design of future schools will shape the ways we think about education, and in turn, how we think about future schools will shape emerging education systems.

How can we re-imagine learning environments that can address future needs, values and aspirations?

How does the physical environment shape our way of thinking and learning?

How future schools and future educations relate to the physical and social environment?

What form of education can be valuable in the future and what competencies do we want learners to develop? What tools and resources will be needed?

The shifting role of technology within the educational experience

In a rapidly changing society due to the progress of technology and the subsequent transformation of the labour market, both education professionals and learners/students should be equipped with the necessary skills that would allow them to efficiently adjust to the changes. Virtual learning environments and networked learning communities (from the Open University [TV] to the Virtual Learning Environment [VLE] and beyond: the school in the cloud, etc.) are good examples with a lot of possibilities to re-imagine education.

You are invited to reflect critically about these emerging technologies and to not just employ technology for its own sake: *How can it be valuable for people and enhance pedagogy and relevant learning?*

How can emerging technologies be incorporated in the future of education?

How can we re-imagine the future of education in relation to ICT, A.I, Augmented Reality (AR), Virtual Reality, adaptive game technology for education, creative computing and other emerging technologies? What opportunities and challenges do they open up?

Education in the age of the Anthropocene

The 'Anthropocene' is a proposed epoch humans are currently in due to our interactions with the planet which have resulted in irreversible alterations.

The acceleration of planetary changes, the massive growth of fossil fuel use and extraction, radioactive fallout, plastics and other man-made materials, the disruptive forces of digitalisation and globalisation -- together with the rising threat of a climate catastrophe -- have set in motion what is becoming a global existential crisis. It is hard to point to anything that is stable—the environment included. This volatile and uncertain moment raises questions of purpose for our current educational systems and pedagogies and how they can address societal and environmental challenges.

What is the purpose of education in relation to global complex challenges?

How can education reflect on pressing issues related to sustainability and human and other-than-human wellbeing? And how should we determine the purpose of education? Can we find a more emergentist way for education to happen? To what end do we learn?

How can we prepare the next generation for the consequences of climate change?

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THE SCHOOL OF THE FUTURE (2050) - DEVELOPING EDUCATION FOR 2050

During this project you will explore these themes to envision an innovative school of the future (2050) or to consider how we might develop education even beyond the notion of "school".

You will work within small teams to develop a proposition that builds upon these themes and emerging trends and behaviours to envisage the demand for a school or a working method for how we might develop education in 2050.

To help you doing this think of:

- the identification of a target user-group, whose essential characteristic should be distinctive and clearly defined. This defining characteristic might be a particular demographic group, but equally might be a subject matter, academic programme, way of approaching thinking or pedagogical approach whose time is just around the corner .

- Use an entrepreneurial mindset: how do you turn an idea into a practical output that can benefit your identified target group? Also think about how it can be realistically implemented. What funding would be needed? And from where would that money come from: government, EU funding, the users themselves (or their parents / guardians)?

- The choice is up to you: the school of... what? And education for….what, who?

There is no right or wrong; this is a speculative short project. The purpose of the project is to collaborate on a common goal to learn from each other in a transdisciplinary way, and to be immersed in a creative environment where with the use of creative processes, artistic and scientific methods and different tools, you will discover ways to navigate "the not yet" and move from current challenges and needs towards ideas proposition and creative communication of these ideas.

PROJECT TIMELINE

During the 5 days of the course you'll have some hours allocated each day to work in different teams on this project.

The project follows a design-led process and each day you will go through 5 different steps of this process: Discover, Define, Develop, Deliver, Communicate.

DAY 1: DISCOVER
- Gaining a contextual understanding on the topic of education and the future (2050).
- Immerse yourself in primary research to understand the context directly from observation.
- Brainstorm to create a "Knowledge Map"

DAY 2: DEFINE
- Using your knowledge map, define a specific question/challenge you'd like to address around The Future of Education.
- Define a specific theme, a demographic/target users (e.g. elderly people, children, teenager, or specific communities), a specific need/challenge/topic related to this target, a subject matter or academic programme etc.

DAY 3: DEVELOP
- Explore and develop possible opportunities that address your research question and how they interact with behaviours, aspirations, values and needs of 2050.
- Develop future scenarios: think of the Technological, Environmental, Political, Sociocultural future context where your vision for a school will emerge and why is needed.

DAY 4: DELIVER

- Finalize your idea by defining the details (e.g. the name of the school or the new way of educating, the vision, the value, the target, the physical form etc) and by finding ways to make the idea viable with an entrepreneurial mindset.

DAY 5: COMMUNICATE

- Communicate your idea: explore with your team how to tell a "good story" and how to communicate your future vision through a visual and tangible manifestation.

This process is open and emergent: these are just guidelines, there are no rules set in stone. Don't be shy to explore and come up together with your team with your own creative ways of developing and communicating your final idea.

Suggested reading:
Paulo Freire, *The Purpose of Education*: http://www.unesco.org/education/pdf/FREIRE.PDF

Ivan Illich, *Deschooling Society*:
http://learning.media.mit.edu/courses/mas713/readings/DESCHOOLING.pdf

IDEO, *How can design advance learning and education?*
https://www.ideo.com/question/how-can-design-advance-education

SITRA, *Six point on the future of education:*
https://www.sitra.fi/en/articles/six-points-future-education/

NEXT NATURE NETWORK, Next Generation: How AI could revolutionize the teaching profession, Jack Caulfield: https://www.nextnature.net/2018/03/ai-revolutionize-teaching/

An Interview with Tim Ingold: Educational-Freedom, The Craft of Writing, and the University:

https://philosophasters.org/blog/2018/4/15/tim-ingold-on-improv-writing-and-the-future-of-education

J. Krishnamurti, *Education and World Peace*:
https://www.jkrishnamurti.org/content/chapter-4-%E2%80%98education-and-world-peace%E2%80%99

Challenges of the Anthropocene: Education in a world dominated by human activity,
Henriette Loubster:
https://www.litnet.co.za/challenges-of-the-anthropocene-education-in-a-world-dominated-by-human-activity/

Why Education must Change, Richard Worzel: http://teachmag.com/archives/1525

Youtube provocations - please listen to these young people and academics raising questions about educational futures:

Sands School - Risk and the teenage brain: What's the worst that could happen? https://www.youtube.com/watch?v=KDfRmva96bk

Professor Keri Facer - Learning Futures: Education, Technology and Social Change

https://www.youtube.com/watch?v=NLoW1WhI3BY

The Wondering Schools Project - School Circles (schools practicing Sociocracy)

https://www.youtube.com/watch?v=KJ3PqBnISa4

The Ideal Education: Sadhguru and Ken Robinson

https://www.youtube.com/watch?v=PAaWZTFRP9Q

You may also want to look at these examples of alternative educational provision that currently exists:

House of Imagination

https://5x5x5creativity.org.uk/portfolio/house-of-imagination/

Plymouth School of Creative Arts:

https://plymouthschoolofcreativearts.co.uk

Room 13

http://room13international.org

Bhavya - freedom to be, freedom to grow

Bhavyalearning.org