

How to Design an Educational Environment in Six Steps

or

How to Think Education



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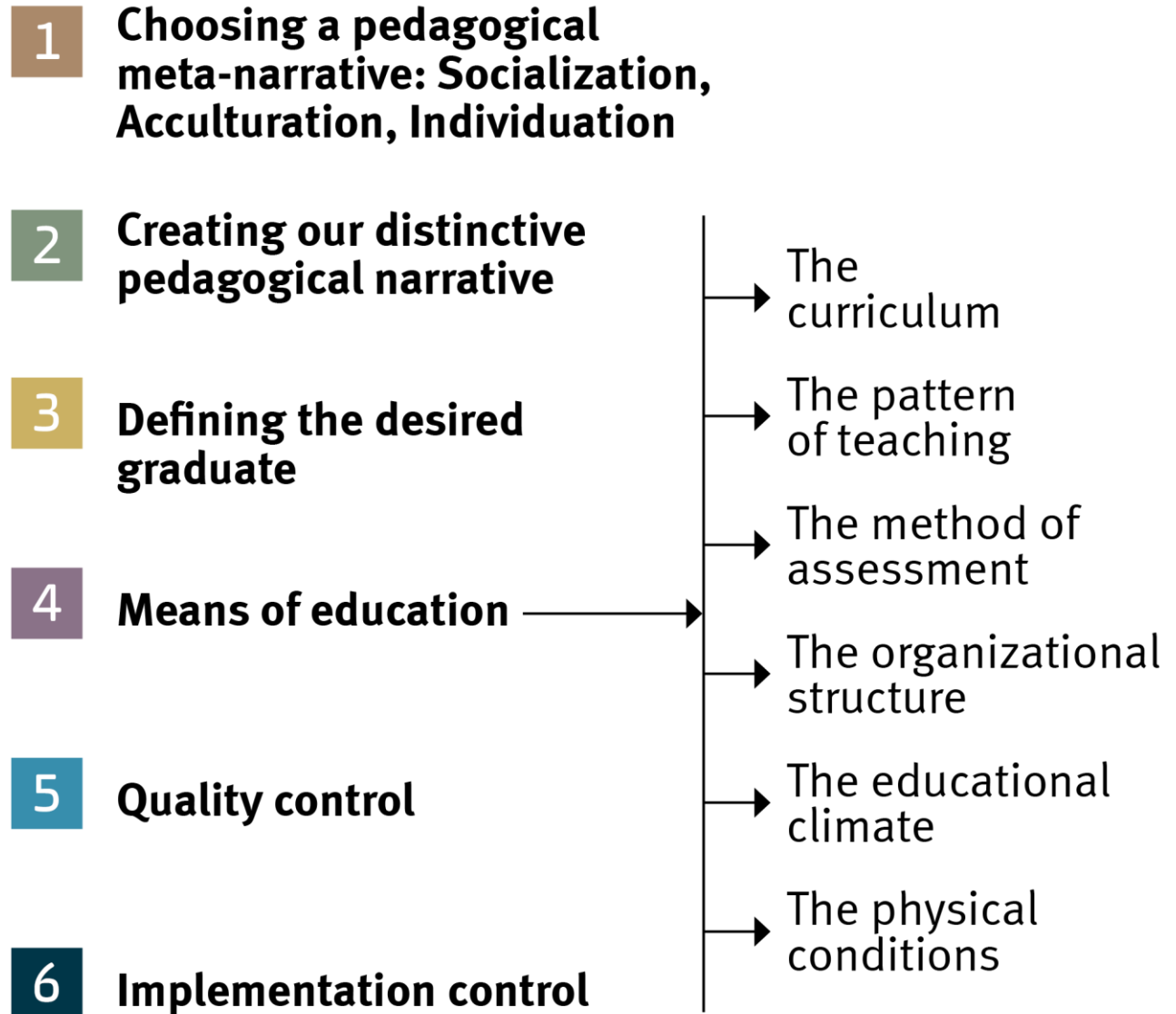
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The only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act, and hence think and feel. We never educate directly, but indirectly by means of the environment. Whether we permit chance environment to do the work, or whether we design environments for the purpose makes a great difference.

John Dewey, *Democracy and Education*

Designing Educational Environment in Six Steps



Step 1

Choosing the pedagogical meta-narrative

Socialization:

The aim of education is to *adjust* the students to society; to socialize them.



L. S. Lowry, Industrial landscapes, 1943

Acculturation:
The aim of education is to *mold* the students' character in accord with the truths and values of the preferred culture; to acculturate them.



Raphael, The School of Athens, 1510

Individuation:

The aim of education is to allow each student to *fulfill* himself or herself; to individualize each student.



Jan Steen, A school for boys and girls, 1617

There is no education;
there are three educations

Why three?

Because...

Education serves three masters:
the society, the culture, and the individual.

Each education educates how to live
properly in its domain.

For example:

Three educations of teaching thinking

Teaching thinking for the sake of socialization

Teaching thinking for the sake of acculturation

Teaching thinking for the sake of individuation

Each education has particular advantages.

Therefore Step 1 involves
”tragic” choice

Why choosing a meta-narrative?!

Why not socializing, acculturating and individuating simultaneously?

**Because the meta-narratives
are contradictory!**

How should we choose?
Based on our **pedagogical sentiment**:

Socialization:

practical
pedagogical
sentiment

Acculturation:

intellectual, ethical
and aesthetic
pedagogical
sentiment

Individuation:

human
pedagogical
sentiment

Step 2

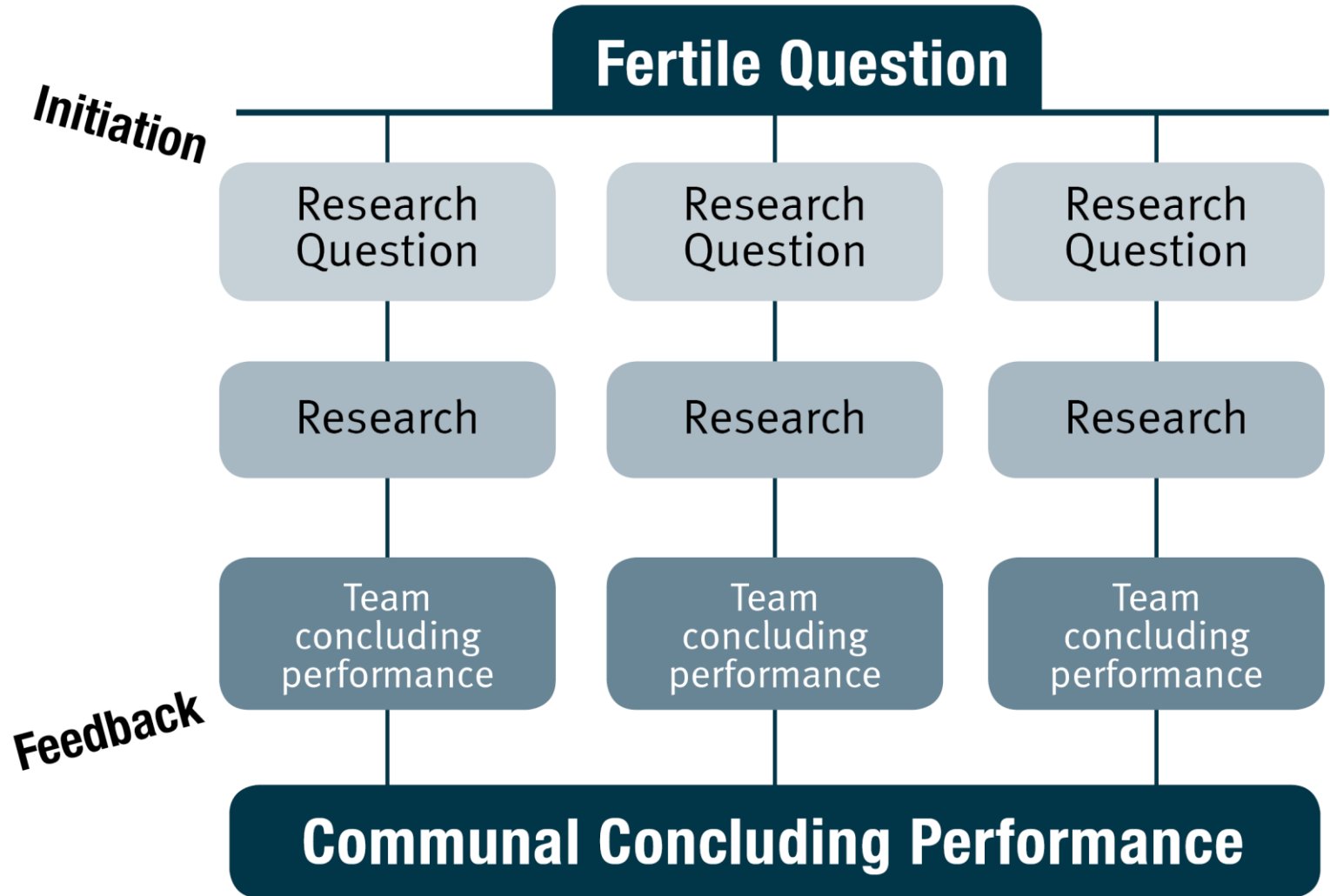
Creating
our distinctive
pedagogical
narrative

Creating our distinctive
narrative through

**Communities
of designing**

Step 2


Community of Thinking



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Teaching and Learning in a Community of Thinking

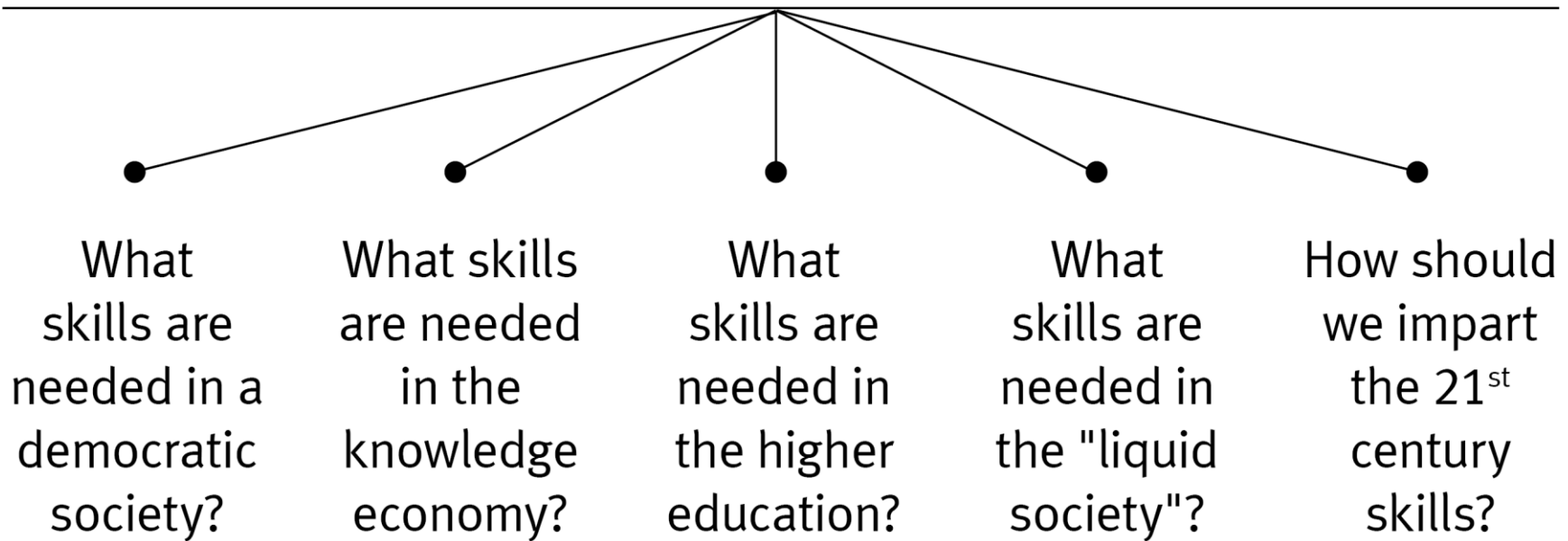
The Third Model

 Springer

Communities of designing: **Socialization**

The fertile question:

What skills does the 21st century demand in order to integrate into society and work?



Communities of designing: **Acculturation**

The fertile question:

What are the truths and values that constitute our cultural core?

What are democratic truths and values?

What are our national and communal truths and values?

What are the truths and values embodied in the realms of knowledge?

What are the truths and values in a "liquid culture"?

How should we convey our cultural truths and values?

Communities of designing: **Individuation**

The fertile question:

What is self-actualization?

● What are the various approaches to self-actualization?

● What are the limits of self-actualization?

● What happened to the free/open schools who were directed to self-actualization?

● What is self-actualization in the era of "the death of the subject"?

● How should we facilitate self-actualization?

The profile of the desired graduate

The desired graduate:

Knowledge

Skills

characteristics

attitudes

Socialization

Knowledge: useful

Skills: practical

Characteristics: competent, diligent,
competitive

Attitudes: conformist

Acculturation

Knowledge: canonical and formative

Skills: disciplinarians

Characteristics: intellectual, ethical, refined

Attitudes: cultural

Individuation

Knowledge: self-knowledge

Skills: of knowing yourself

Characteristics: autonomous,
authentic, creative

Attitudes: open-mindedness

Step 4

The means of education

The medium is the message...

The aim of education should be communicated by the means of education:

The curriculum

The pattern of teaching

The method of assessment

The organizational structure

The educational climate

The physical conditions

The curriculum

Socialization: useful content

Acculturation: canonical and formative content

Individuation: subjective content

The pattern of teaching

Socialization: demonstration and practice

Acculturation: modelling and initiation

Individuation: facilitation and support

The method of assessment

Socialization: mastery of skills

Acculturation: character traits

Individuation: self-fulfillment

The organizational structure

Organizational regularities that enable behavioral regularities for...

Socialization

Acculturation

Individuation

The educational climate

Socialization: efficiency and practicality

Acculturation: perfection and inspiration

Individuation: participation and 'laissez faire'

The physical condition

Architecture

Socialization: hi-tech-like

Acculturation: sanctuary-like

Individuation: theme park-like

Attitude towards technology

Socialization: enthusiastic

Acculturation: suspicious

Individuation: selective

Monitoring the design

Coherence and adjustment

Monitoring the implementation

implementation... design...

implementation... design...

1

What is the dominant meta-narrative
in your educational environment?

2

Which meta-narrative you prefer?
Which pedagogical sentiment drives you?

Thank you!

Questions, Comments, Objections?