

Education for Dreams

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In our vision open education in 2030 means that the school is a local community-node, both on- and offline, where youth, adults and elderly people meet and work together and where they are facilitated by educational professionals and open resources to discover their talents, formulate their dreams and develop skills and knowledge in order to achieve those dreams.

What learners will learn in 2030

What learners must learn becomes more and more unbound as the learner gets older. A young child will learn basic compulsory skills and knowledge -including 21st century skills- that are defined by a network of local stakeholders which are connected to the school, such as local government, child welfare and youth care, parents and local entrepreneurs. This network signals societal and labour market developments and translates this into compulsory skills and knowledge every child and adolescent should acquire.

Think-and-do tank Onderwijslab (Education Lab) consists of a group of Dutch young, enthusiastic and committed educational professionals -with an average age of 27- who want to change the education system. We brought together our ideas in a vision paper on education in 2030. This will be published in May 2013.

Furthermore, educational professionals take the dreams of their learners as a starting point and connect these dreams to the compulsory skills and knowledge they have to learn. This makes developing these skills and learning the knowledge meaningful for the learner what will lead to an optimal personal motivation.

Besides the compulsory skills and knowledge, there is plenty of room for the discovery, recognition and development of talents of the learners. The older a learner gets, the more room the curriculum leaves for education that facilitates his authentic learning questions. These are questions the learner wants to know the answer to from his own personal interest. This continues until education is about nothing else but facilitating the learners authentic learning questions: life long learning.

How learners will learn and the role of the professional in 2030

Educational professionals strive to facilitate the process of talent discovery and personal development of learners. They are masters in designing education that encourages creativity and problem solving from an authentic learning question of the learner. While designing this education they use a blend of open educational materials, techniques and methods, both on- and offline. These resources are internationally accessible. Examples are videos, books, expert webinars, games, tools and methods like experiments, research, instruction, gaming or cooperation. The learner selects his combination from all of the available open and international resources and practices.

In 2030, these resources are available any time, anywhere, mostly for free. They can be designed by educational professionals or publishers, but they can also be developed by fellow students, corporations, experts, etc. The quality of the open resources and practices is rated by the users, so qualitatively poor content will disappear automatically. The open source material and the results of a learning project will still be available for the learner after graduation.

Education can take place both online and offline in the school domain (courses, trainings and tests) or 'in the real world' (projects or internships). Education and learning is facilitated by educational institutes, but teaching is not limited to educational professionals at the school. Projects and internships can be organised through cooperation between the educational professional or the school and a company, an expert or other educational professionals from other schools. These educational partners can be found in the professionals or the schools network.

Educational professionals find themselves at the intersection of teaching and practice, because they are not full time teachers, but are also active in other ways, for example in another profession or as a volunteer. This enhances their professional network, insight and makes them an example of life long learning.

Quality of education and the diploma

The qualification the learner receives at the end of a learning trajectory describes every talent the learner possesses and looks at how he operates in a particular environment. The qualification is not necessarily a book, but can take any form, like a movie or a presentation. It is validated by both peers and teachers and -can be- reviewed by other stakeholders in the learning trajectory. Finally, it includes the learner's reflection on the process.

The role of the headmaster / school director

Finally, the role of the headmaster/ school director is to service and facilitate the educational professionals within the vision of the school and to activate the network of stakeholders around the school. By signalling trends and developments in society this network of stakeholders ensures a continuous exchange of good ideas on education and interaction between the school and its direct environment. This way, the school and the educational professionals will be in constant motion in order to keep the education up-to-date and to be able to prepare the learners to take up their role in society.