

Open Education 2030

Call for Vision Papers

School Education

Critical influencers on education - how will these shape the schooling systems of 2030?

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Schooling in 2030 – still a growth industry?

The rapid and relentless changes in technology and in the international economy will mean that during the next twenty years and beyond education will be a global growth industry, required to deliver the necessary expertise and new skills to keep all world economies competitive. By 2030 education will still be the main tool in changing or maintaining a nation's prosperity. It is unlikely that those who predict that the current system of schooling is "obsolete" will be proved correct. Schools will still exist as we know them now, needed not only for the socialisation and care of children during the day but also to manage and stimulate their learning. Conventional schools will also have the opportunity to address the wider needs of society for lifelong learning and the re-skilling of the community as new technologies generate the need for new skills.

This will offer opportunities for established schools to be entrepreneurial and to grow their business to deliver services nationally and internationally, through the development of resources, educational applications and massive open online courses (MOOCs), as well as at the local level.

It is likely that independent and privately funded providers will increase dramatically, some associated with large commercial organisations, some commissioned as philanthropic initiatives and others that are more local and community based. Multinationals like Walmart and Tesco, as well as Amazon, Apple and Google, may dominate this space.

Primary education will still require significant teacher pupil contact as children learn to manage their learning paths. A greater mix of state and private provision may emerge as new pedagogies, driven by the new technologies emerge. Teacher pupil ratios will rise with more use made of "para-teachers" and classroom assistants.

Second level education will be a growth business in the field of distance learning.

The availability of online education resources will be pervasive. This will be another growth area with virtual schools and digital resource providers like Khan Academy proliferating.

To prepare for this world existing schools will adapt by providing ubiquitous online access. Bandwidth, wireless access and flexible spaces to accommodate flexible pupil groupings will be the way forward. The focus on access devices will diminish as they become all pervasive.

Classroom practice and pedagogical models will have evolved to acknowledge the changing dynamic around information and data analytics. Access, by pupils, to information will no longer be teacher moderated. The emphasis of teaching will have shifted to information

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sifting and the critical analysis of performance data to help manage and direct the learning paths of students.

Assessment systems will have evolved so as to acknowledge the new pedagogies. Their primary focus may still be on literacy, numeric and critical thinking skills but a “just in time” approach may become more prevalent as new skill requirements come and go.

Overall our approach to education will have become more flexible with the organisational systems deployed in schools becoming more fluid and less driven by chronological age. Older children will, more actively, manage their learning paths. Timetables will be more personal with emphasis on collaborative project based activities supported by satellite, skill enrichment options. Adults, as well as learning alongside younger students, will be learning facilitators and advisers.

Overall the “education business” will be a challenging and rewarding area within which to operate.