

A NEW TREND IN EDUCATIONAL DESIGN FOR A TOTAL AND DESIRABLE EDUCATION

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***Abstract:** Development of a new trend in national Educational Design is a long-lasting and active process, which involves hard work in the path to success. Through analogues with the context of learning from an international perspective, special focus was placed on the effective factors which influence the staff's purpose to perform a total and desirable education. Although the success of this orientation can be improved, the challenges associated especially with imagination and creative thinking, emphasizing the active-participative, formative-applicative and creative nature of learning. The study is the result of the author's interest in a change in educational design, although the education system, though aiming for innovation through the educational ideal, seems to be far below the expectations of the students and thus risks not fulfilling its mission. The challenges of restructuring are as necessary as possible for educational practice in adapting the education system to non-formal learning and "promoting international mindedness".*

Keywords: Creative thinker, experiential learning cycle, metacognition, educational design, holistic development.

JEL Classification Codes: I2, J2, J5, M4.

1. INTRODUCTION

In the context of learning from an international perspective, emphasis is placed on flexible planning, on a modern teaching, based on a variety of strategies aiming at the maximum use of the inclinations and capacities of each child on a continuous, global assessment, aiming at developing the authentic understanding of each child, rather than seizing new information, given the rapid increase in knowledge and the fact that selection becomes more of an individual decision than a social decision (Rowe, 2007). The student has become the absolute priority and everything that is done must be done to foster and facilitate student understanding of learning / research units, study units that must be meaningful, relevant, interesting and attractive. Guided by some guiding questions, the student will be able to choose the satisfactory answer, being an inquirer, well-informed researcher and thinker. The pupil will know how to communicate with others, be open to the ideas of others, show empathy for everything that surrounds him, be independent and responsible, reflect on what he has to do, and can make the right choice by himself, acting accordingly (International Baccalaureate Organisation, 2007). The following essential components also contribute to the formation of these characteristics: concepts, knowledge, skills (thinking, research, communication, organization, socialization), attitudes (ways of looking and being promoted) and actions initiatives taken responsibly by each student as a result of reflection and conscious choices (Nicola, 1996). The teacher has the role of shaping and modeling students' research, providing them with school and extracurricular experiences that



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promote the development of the skills they need to find answers to their questions, to teach students to analyze, reflect and to discuss learning experiences. Teachers need realize what the students are learning and then how they are demonstrating that learning. By guiding students prove the connections between life in school and life in the nearworld a strong foundation for future education is demonstrated.

2. LITERATURE REVIEW

The school is responsible for action and design strategies, taking into account the way in which each student imposes the reality of his/ her own personality, with the definite aim of valorising it as an active element in its own formation and education. Students assimilate knowledge, but are taught and operate with them and apply them in different situations. We address the issue of educational change towards the development of practical models used to design and implement personal development strategies centered on the student as the main actor in the educational process, integrative, active-participatory strategies (Șoitu and Cherciu, 2006). The main purpose of a quality educational experience involves skills training, understood as an complex overview and transferable knowledge, skills, abilities and aptitudes required personal development throughout their lives, for development of a conception of life based on moral-civic values, social and cultural needs and respect for nature, in the spirit of dignity and tolerance (Matei, 1995). Specialists are of the opinion that learning needs a constructivist approach in order to be understood in its complexity as a complete, total and desirable process. Thus, education has become the main concern of all the world's states, a process by which the needs of the learning society are met with innovation and research being prioritized. It has been noticed that schools can no longer harmonize educational demand with what they can offer given the growing costs that have to cope with the market economy and the latest innovations in the educational offer and as a consequence the process of training and developing professional skills for to meet the needs of society (Potolea et al., 2008).

Educational action is student-centered if it meets the following requirements: is based on the pupils' personal characteristics; primarily pursues the development of skills, and the transmission of specific content occupies a secondary place; actively involves the student throughout the process, from planning to evaluation; is a positive learning experience; allows the transfer of experiences (Ciolan, 2008).

2. METHODOLOGY

Experiential learning has a long tradition, Kolb's most widely used model, called the Experimental Learning Cycle (CIE). It presents four steps: experimentation (Enterprise), recapitulation (Revisualize), conclusions (Cognisance), planning (Apply) (Figure no.1). The stages are in a continuous circuit that leads to the transfer of learning. Learning through experimental discovery aims to teach teaching to rely on problematization and research, on direct and concrete creative experience. The school is meant to train and guide the student in the process of learning, to teach him how to learn by helping him to learn later and gradually turning it into a creative thinker (Joița et al., 2003). Thus, pupils are oriented towards search, exploration, personal work – independent or teamwork, through documentation and experimental-applied activities, through scientific research. This orientation ensures the development of intellectual capacities, especially imagination and creative thinking, emphasizing the active-participative, formative-applicative and creative nature of learning.

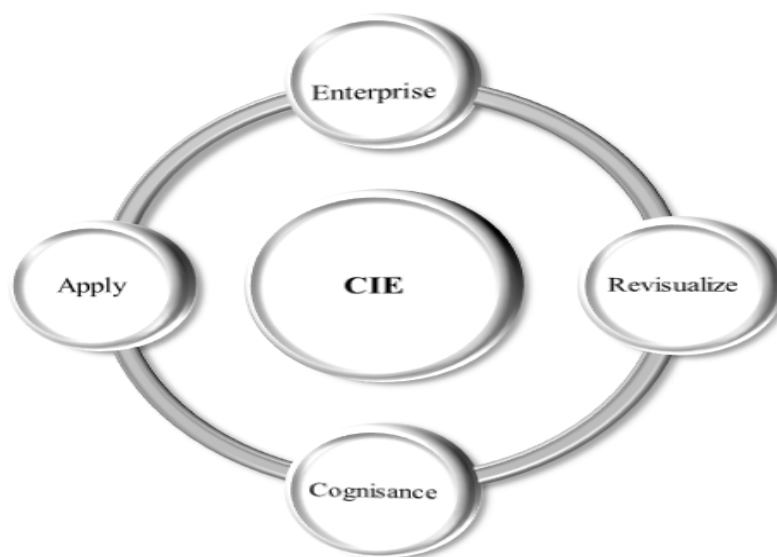


Figure no.1 Inspirable Experimental Learning Cycle (CIE)

Source: The author's own adaptation according to the principles of Kolb

Experimentation aims to put students in the position of conceiving and practicing, observing, studying, proving, checking and measuring outcomes. Experimental learning not only involves the handling of tools but involves active intervention by students so that they can easily make the move from cognition to metacognition. It is also the school that develops and capitalizes on metacognition in the educational act for the successful completion of instructional tasks by students in order to achieve a profound and sustainable learning that assures the quality of the educational process.

In order to stimulate cognitive, spiritual, interpersonal and social development, school and extra-curricular education has always focused on the need to adapt to the individual needs of all children, their knowledge interests and their potential. The contexts created by the various ways of realizing this type of education: projects, thematic applications, punctual manifestations, etc., offer the possibility of interdisciplinary, cross-curricular and transdisciplinary approaches, exercising skills and life skills in an integrated manner, holistic development of personality. In this sense, students learn using all their senses, associate abstract ideas with live images, emotions, sounds, learn metaphors, which helps them quickly organize information by comparing a complex ideas with a simple one, easy to understand. School learning is a decision-making act of passing on to an activity of knowing and storing information and their significance in order to operate conscientiously with them.

Outdoor Perspective gives the child a freedom that leads to personal and social development with emphasis on collaboration, socialization, teamwork. It is an active, experiential, practice-based way of learning, personal experiences that encourage reflection, followed by conclusions. The goal pursued by outdoor activities focuses on effective communication, leadership, self-confidence, reflective thinking, decision-making, risk-taking, increased motivation in everything the learner does, finding solutions to problem solving, creativity, management time, protecting the environment. In the current society, non-formal education gains ground through a range of alternative educational programs, becoming needs complementary to formal education, through outdoor education or outdoor education, discovery, research, extracurricular activities of an inter and transdisciplinary nature.

All this enhances the child's motivation for learning, his curiosity about everything new, his will and perseverance to achieve his goal in what he does.

Outdoor education starts beyond the boundary of the classroom and involves visits, excursions, direct observations to the environment, experimentation and research, adventure, exploration, application of information and knowledge included in school curricula, discovery of hypotheses that constitute new sources of investigation. Outdoor education gives the teacher the opportunity to immediately detect the involvement of children or, on the contrary, certain behavioral problems. Thus, children who are actively taking part, who assume responsibilities and roles, respond to tasks received or passive, have problems of adaptation and integration into social groups, aggressive behaviors can easily be noticed.

In addition to a better knowledge of the child, outdoor education also facilitates the discovery of intelligence. Like non-formal education, outdoor education relies heavily on active participation, improving learning and minimizing school-specific constraints, providing practical use of learned knowledge, developing in different contexts with a different approach to learning, using methods that stimulates involvement and participation, has a flexible structure and planning, the learning process is student-centered, based on its experience.

Among the benefits of outdoor activities include: a pleasant, relaxing natural setting where children can freely manifest and interact directly with the environment without the school routine; a challenging environment that incites investigation, research and leads automatically to knowledge, real learning, with a focus on the practical side; personal and emotional development of children by overcoming barriers and increasing self-esteem; harmonious physical development that leads to physical and mental health by urging the movement; social development in interpersonal relationships through team spirit, feeling of belonging to a social group.

Both non-formal education and outdoor education can be successfully harmonized in formal education in order to maximize the effects of the learning process, the current tendency being to combine the two forms, especially because they incorporate them into a system educational value more valuable in terms of quality, producing long-term benefits.

Formal education has the merit of being organized and structured, including a range of information and knowledge that an individual needs in his / her educational training.

Informal education supports formal education and ensures the learning process anytime and anywhere throughout life, non-formal education comes with those elements that can meet the needs of an individual of a psychic, social, emotional nature through different interactive, participatory methods, and outdoor education trims the three forms of education, revives them, adds freshness and plus-value to quality education and lasting and enduring.

It is clear and demonstrated that everything is in constant change and rapid evolution and very important is the ability to adapt for a total and desirable education (Figure no.2).

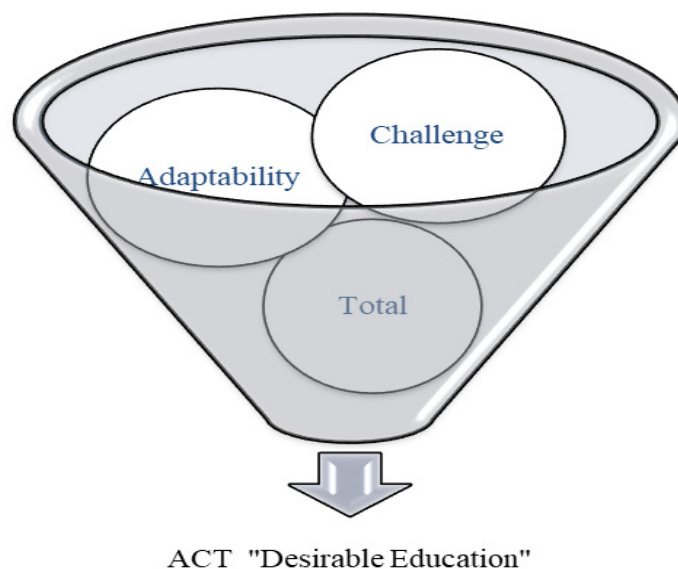


Figure no.2 New Trend Design for Total and Desirable Education

Source: The author's own ideas based on experience

3. CONCLUSIONS

The school aims to improve the quality of thinking, reflectivity, teamwork, the ability to develop common visions. Entrepreneurial Teachers have developed competencies to acquaint and value pupils for their social success, addressing in a differentiated and personalized manner their formative interventions through a constant challenge for the pupils so that they consider the initiative to be theirs. In order to achieve the quality of education, it is ideal the didactic approach by which the student becomes a resource, producer, opinion leader, so an active participant. Students establish relationships between information, thinking about analogies to facilitate understanding. Students identify broad patterns that are similar between different subjects and construct patterns - simple concepts to use as a reference when trying to understand new things and last but not least, teach others, exercise that helps them to be more organize and easily access the information they have acquired, when they need, through themes, projects, partnerships, tests, contests, competitions and even in everyday life.

Student centered educational strategies have facilitating learning as a focal point. Such strategic design and achievement options include: mediated learning, active learning, collaborative learning, experiential learning, all of which are found in outdoor education.

Private schools in Romania have correlated their programs with international philosophy that develop the individual skills of young people and teach them to adapt to the world by applying knowledge, as responsible citizens, informed participants about local and international issues, aware, tolerant and sensitive humanity and respect for the variety of cultures and attitudes. They promote multiculturalism, the values of democracy, freedom of expression, the right to opinion, responsible behavior and encourage exceptional results, whether individual or group, as well as creativity. Emphasis is placed on valuing national values in order to understand the connection with the rest of the world, becoming true international citizens. It would be ideal that all these features be implemented at the level of public school organizations.

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