

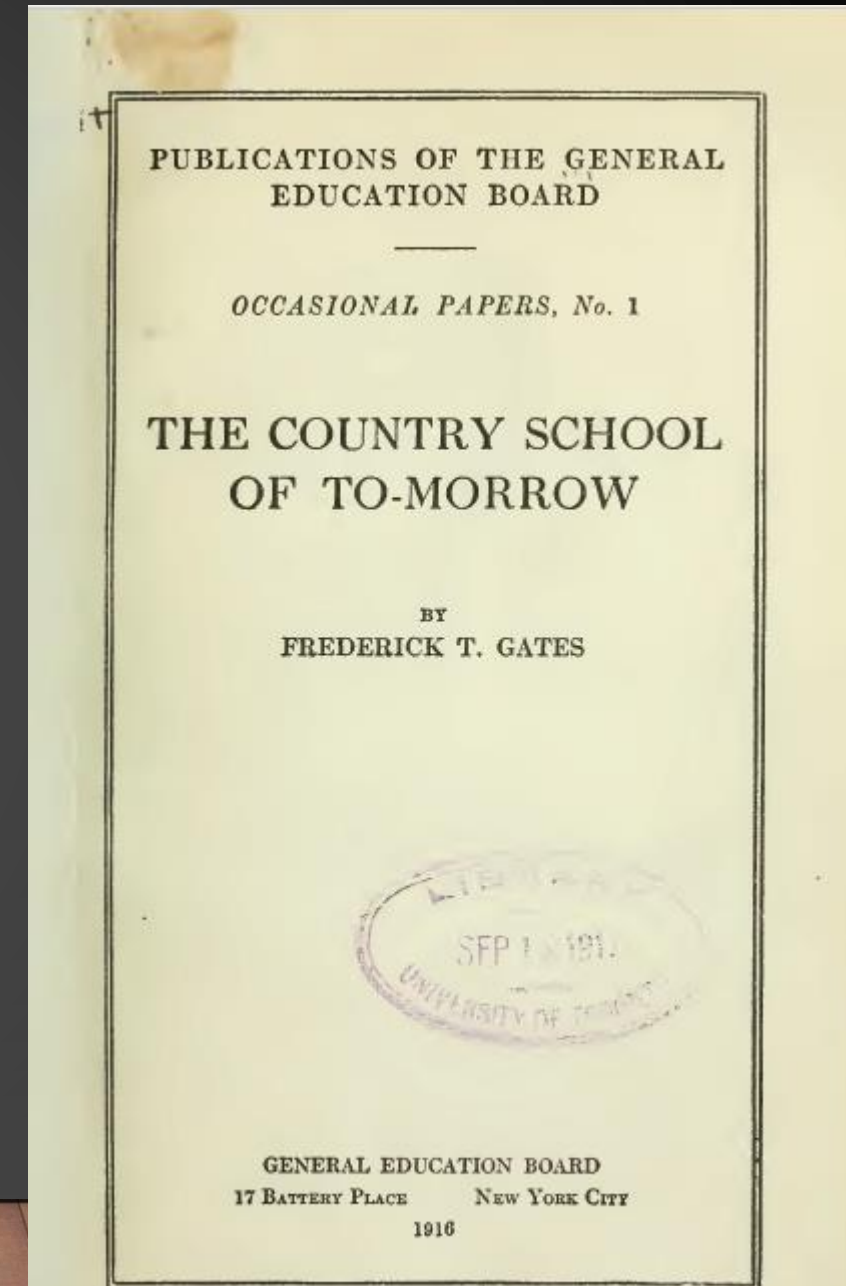
Innovation in Education



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- “In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand.”
- Frederick T. Gates (1916, p. 6)
- Director of Charity for the Rockefeller Foundation

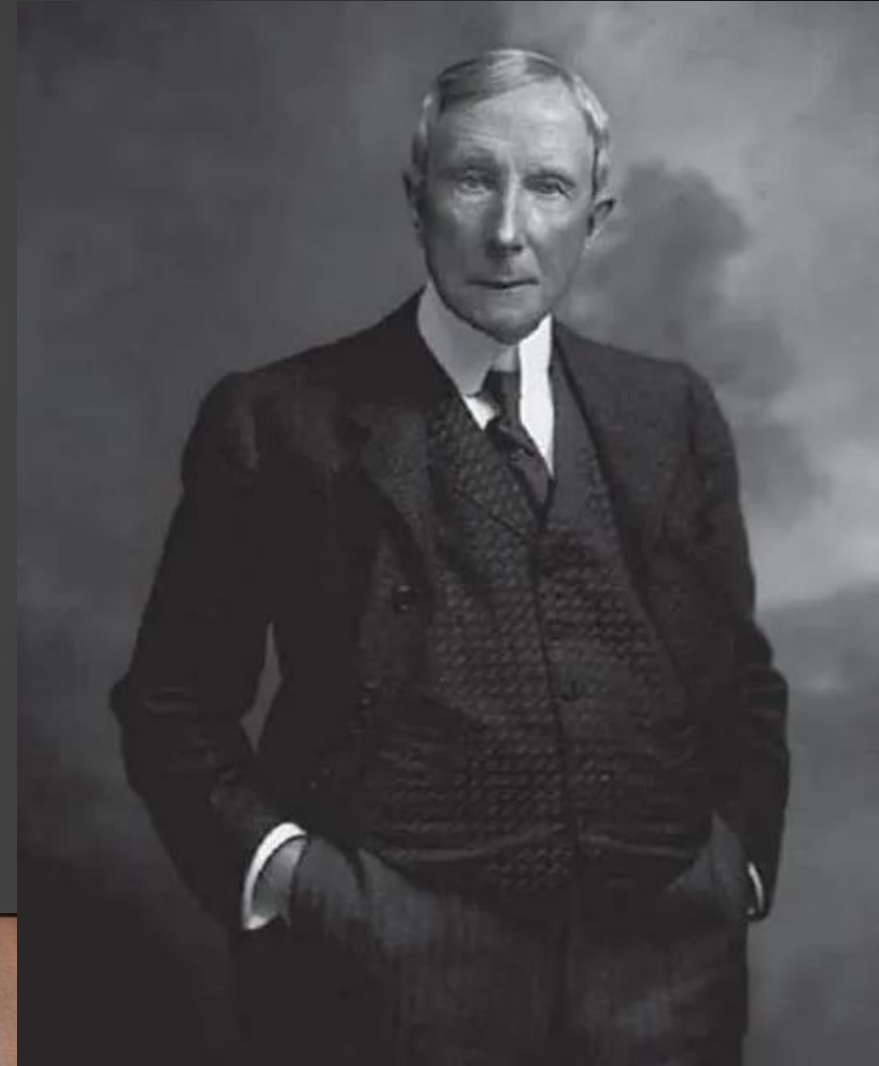


HISTORY OF EDUCATION

- “We shall **not** try to make these people or any of their children into philosophers or men of learning or of science. We are **not** to raise up from among them authors, orators, poets, or men of letters. We shall **not** search for embryo great artists, painters, musicians. **Nor** will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply.” (p. 6)
- “So we will organize our children into a little community and teach them to do in a perfect way **the things their fathers and mothers are doing** in an imperfect way, in the home, in the shop, on the farm.” (p. 10)
- Vocationalism

HISTORY OF EDUCATION

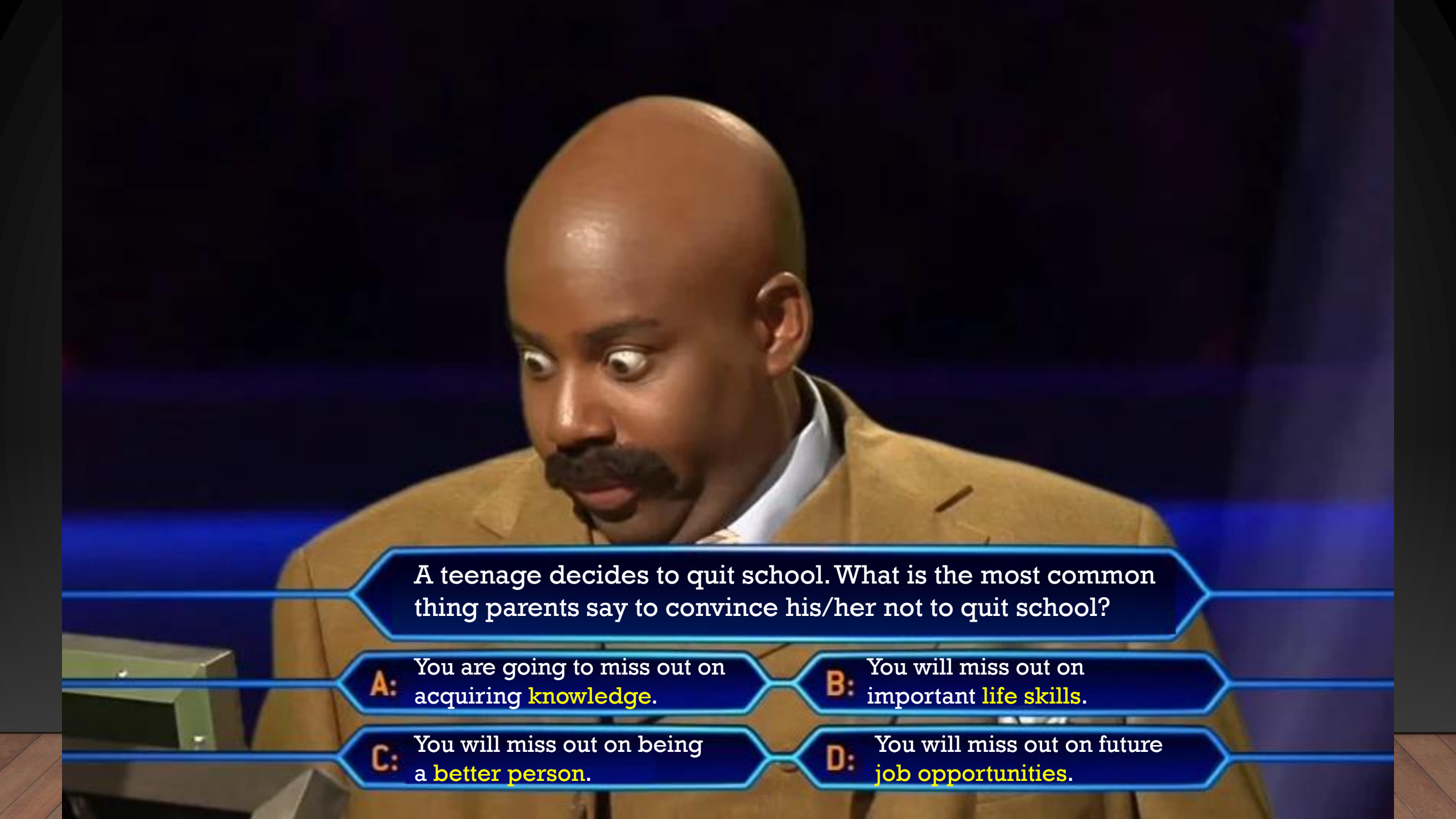
- John D. Rockefeller (1839-1937)
 - Founder of the Standard Oil Company
 - One of the richest people in history
- Established the “General Education Board” in 1903.
- Many aspects persist today



HISTORY OF EDUCATION

- **Neoliberalism**: Economic and political ideology emphasizing limited government intervention in markets, privatization, deregulation, and individualism
- **Neoliberal education**: “What students should learn and the value of education is relative to their individual prospects for **future earnings**” (Hastings, 2019)

LET'S PLAY A GAME



A teenage decides to quit school. What is the most common thing parents say to convince his/her not to quit school?

A: You are going to miss out on acquiring **knowledge**.

B: You will miss out on important **life skills**.

C: You will miss out on being a **better person**.

D: You will miss out on future **job opportunities**.

HISTORY OF EDUCATION

- For most parents: **education => future career**
- Vocationalism is so ingrained in our culture

HISTORY OF EDUCATION

- Has this **career**-oriented approach been **successful**?
- Many students **hate** school
 - Do they hate **knowledge**?
- Many students study **for exams** only
 - And **forget** most of what they learned afterward
- Many students do not get **jobs** in line with their college degrees
 - On-the-job training
 - And they **do just fine!**

HISTORY OF EDUCATION

Assembly-line model of factories from the industrial era:

- **Assembly-Line Learning:** progress through linear levels, limiting individualized pacing & exploration of topics to foster deeper understanding
- **Standardization:** uniform curriculum, pacing, teaching methods & testing, with students accumulating “credit hours” semester after semester
- **Bureaucracy:** hierarchical structures, rigid rules & top-down decision-making, limiting creativity & autonomy
- **Division of Labor:** teachers specializing in particular subjects, limiting holistic and interdisciplinary learning experiences
- **Time Management:** structured schedules with set class periods & breaks, little room for flexible or personalized learning
- **Metrics:** relying on “measurable” learning outcomes to assess performance, overshadowing the broader purposes of education
- **Depersonalization:** large age-based batches (date of manufacture) to achieve “efficiency” and reduce costs
- **Career-orientation:** preparation for the workforce, downplaying broader personal & societal development goals

WHERE SHOULD INNOVATION BE?

- Low-level (e.g., a teaching technique)
- High-level (e.g., philosophy of education)

MASTERY-BASED LEARNING

- Traditional education:
 - **Progress**: time-based, grade levels/courses/semesters
 - **Passing**: overall achievement
 - **Failure**: stigmatized
- Mastery-based education:
 - **Progress**: mastery of specific skills/competencies
 - **Passing**: satisfying each individual objective
 - **Failure**: more time needed

DEEPER COMPETENCY-BASED LEARNING

Making Equitable,
Student-Centered,
Sustainable Shifts



KARIN HESS
ROSE COLBY
DANIEL JOSEPH

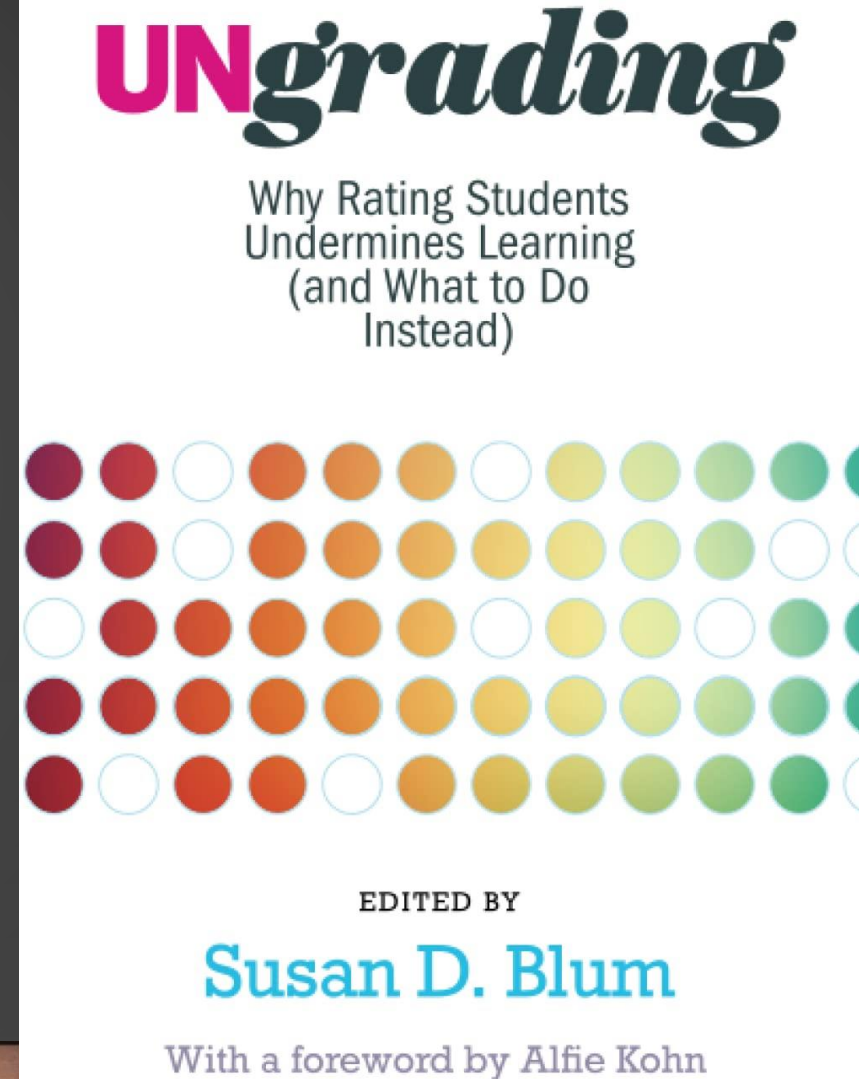
Foreword by Barbara Bray

MASTERY-BASED LEARNING

- **Emphasis on Mastery:** deep & thorough understanding, orientating students & parents to mastery
- **Individualized Pace:** progress at their own pace; some students may move more quickly, while others may need more time
- **Personalized Learning:** customized pathways, tailored instruction and support based on their individual strengths and weaknesses
- **Clear Learning Objectives:** specific competencies must be defined at the beginning for students & parents
- **Continuous Feedback:** ongoing support from teachers or educational technology platforms
- **No Fixed Time Constraints:** not bound by semester schedules or academic years; achieving mastery is the ultimate goal
- **Focus on Depth over Coverage:** not simply covering a predetermined amount of content; explore topics in greater detail & make meaningful connections

UNGRADING

- Traditional education:
 - **Outcome:** letter or numerical grades
- Ungrading philosophy:
 - **Outcome:** detailed qualitative feedback



UNGRADING

- **No Traditional Grades:** from letter or numerical grades (A, B, C, or 90%, 80%, 70%) to meaningful, timely, and constructive feedback
- **Focus on Mastery:** grades are no longer the primary concern
- **Self-Reflection and Self-Assessment:** encourages metacognition and a deeper understanding
- **Flexible Assessment Methods:** projects, presentations, portfolios, discussions, beyond traditional tests and exams.
- **Holistic Assessment:** not only the final product but also the process, effort, growth, & engagement of the student
- **Reduction of Stress and Competition:** more relaxed and collaborative learning atmosphere
- **Student Autonomy:** they take more ownership of their learning, set goals & make choices about their learning path, and advocate for their needs following their passion

TO CONCLUDE

- “Education thus becomes an act of **depositing**, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently **receive, memorize, and repeat.**”
- “This is the “**banking**” concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.”
- “Knowledge emerges only through **invention and re-invention**, through the **restless, impatient, continuing, hopeful inquiry** human beings pursue in the world, with the world, and with each other.”
- Paulo Freire (1970/2005, p. 72)

***Education is not
preparation for life;
education is life itself.***

-John Dewey



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Thank you for listening



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