

*Stephen Preece*

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# Designing Education

past / present / future

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# Definition

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- ❖ Education is the process of facilitating learning, through the acquisition of knowledge, skills, values, beliefs, and habits



*Manchester*

**Context**

1955

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# School in 1955

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- ❖ Serious subjects : reading, writing, arithmetic
- ❖ Important : the Sciences
- ❖ Much less serious : the Humanities
- ❖ Really not serious at all : the Arts & Physical Education



*reading, writing, arithmetic*

# Industrialisation

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managers

# Schooling in 2016

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- ❖ Serious subjects : reading, writing, mathematics
- ❖ Important : the Sciences and in particular Physics
- ❖ Much less serious : the Humanities
- ❖ Really not serious at all : the Arts & Physical Education
- ❖ This is ironic given the phenomenal growth of Sports and industries such as the Gaming industry

*evidence*

## British & US testing

In fact the story may actually be getting worse not better in many places, with an emphasis on blanket testing on increasingly younger students.

Interestingly, in both Britain and the USA parents have been boycotting examinations for primary students.



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## His story

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I learned to read at the age of 9 and read my first book at the age of 16 and show traits of dyslexia.

Schools are full of these kids and so long as we teach to test they will continue to under perform





*Sir Paul McCartney*

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## Further evidence

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Now what you may not know is that Paul was a good student at a good school.

There is no mention, however, anywhere in his school reports of the guy having any musical ability.  
How could this be?



*Tim Berners-Lee*

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## My friend Mick

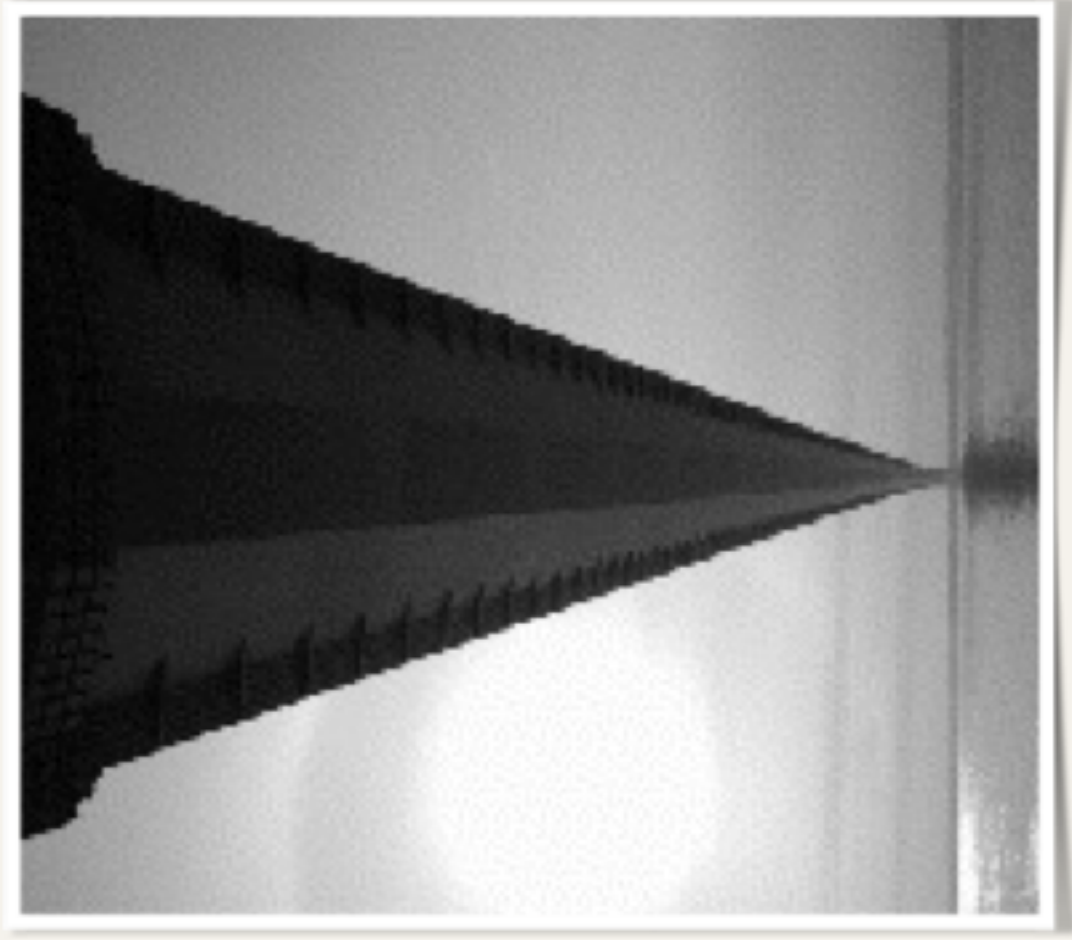
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Mick worked at CERN with Tim.  
Mick is now retired but works every day  
Aged 10 he passed his 11+ exams and  
was sent off to grammar school (smart)  
Brother failed and went to the secondary  
modern (non-smart)  
Brother recently set up his own company  
and pockets half a million pounds a year.



# So where are we heading?

- ❖ So the point is that it is debatable as to whether schools were ever fit for purpose
- ❖ Most present school systems are most definitely not



# Lets go back to 1955

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- ❖ When I was a kid learning was seen and taught to be:
- ❖ Linear
- ❖ Hierarchical
- ❖ Not for all - segregation
- ❖ Smart vs non smart / serious subjects vs the rest



*well thats easy to do*

**If you are blind**

or using the wrong lenses

# The need to change to varifocals

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- ❖ A one size fits all education will no longer suffice
- ❖ Schools should recognize the fact that we are born with the power of creativity and self-determination and home, school and government have a responsibility to create the environment where these capacities can be fostered and harnessed to a common good



*the more enlightened national school systems*

# Finland

do we have things to learn?





*So where are we heading?*

# Davos

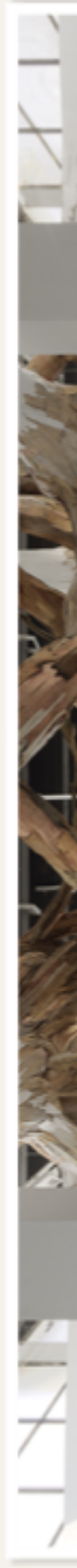
- ❖ the skills you need to thrive in the fourth industrial revolution



# 2020

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- ❖ 1 complex problem solving
- ❖ 2 critical thinking
- ❖ 3 creativity
- ❖ 4 people management
- ❖ 5 coordinating with others





*in other words*

# The world has changed

from the static and linear it is  
morphing into the organic

# Irony

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- ❖ the very terrain the best Art schools have occupied for generations
- ❖ it is somewhat ironic that at this moment in time the IB Visual Arts is becoming increasingly academic



*this must be reflected in our*

## Schools & universities

Top art universities have always fostered the skill sets being called for by Davos. Interestingly top business schools have now abandoned more linear and hierarchical - top down approaches of learning to flatter, to more flexible and more dynamic forms of functioning





*so where are we heading*

**Art@CMS**

can be a conduit for a new  
approach to learning



*Art@CMS fosters*

# Innovation

**Imagination** - ability to envisage the unknown  
**Creativity** - applied imagination  
**Innovation** - applied creativity  
**Entrepreneurship** - applied innovation



*Art@CMS must foster*

# Enterpeneurship

One of the fundamental goals of 21-century learning for young people is fostering entrepreneurial mindsets through innovative education. Innovation and entrepreneurship provide a way forward for solving the global challenges of the 21.C, building sustainable development, creating jobs, generating renewed economic growth, and advancing human wellbeing (World Economic Forum, 2011)





*so where are we heading?*

**IPAC DESIGN**

how do we deliver?

delivery



brain-  
storming

ideation

defining

develop-  
ment

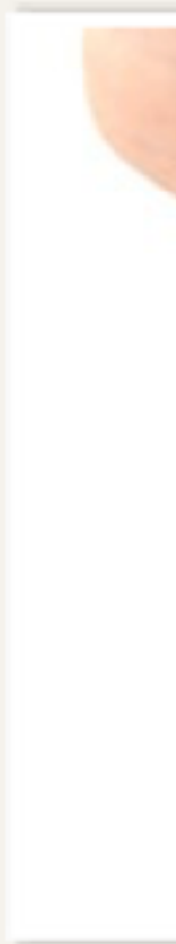
prototype

analysis

*design process*

# Design thinking

these design stages can be  
both taught and assessed



*Formative*

## Assessment

Criteria for such an assessment

Collaborative

Curious

Open minded

Action orientated

Analytical

Iterative

Using any scale e.g. has potential -  
excellent



# To conclude

- ❖ We argue that adaptive and creative citizenship through education on a global scale is the only sustainable way forward if we are not to jeopardize the future of civilization as we know it. By creative citizenship I mean the development of better educated, active, self expressive citizens whose allegiance is not just to self and family but to the betterment of mankind.
- ❖ We believe that Art@CMS has a role to play in this process.



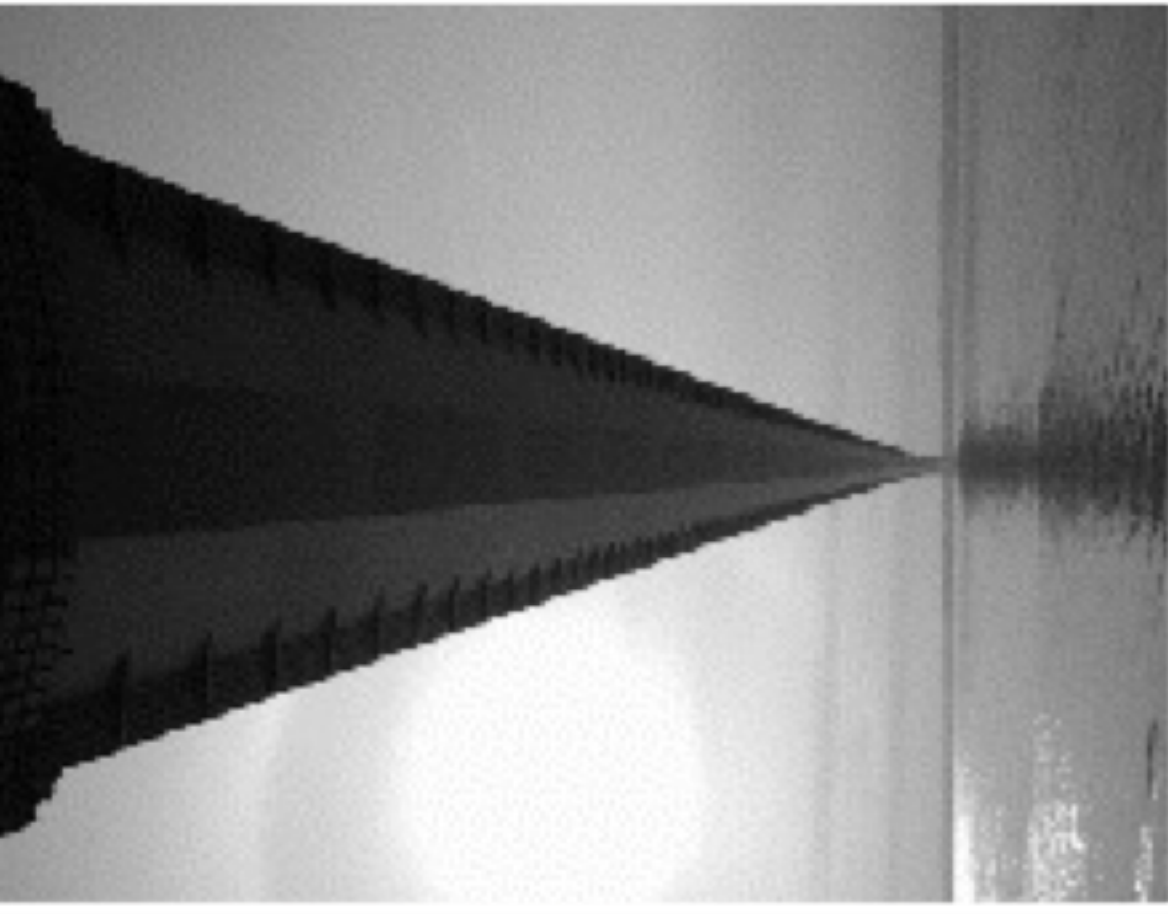
*and finally*

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## Education

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- ❖ Education is not static its a process and that process needs to be linked to a vision



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# Vision

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- ❖ In other words skills and competencies are important but not the only ingredients in a full education
  - ❖ Skills sets which include critical and creative thinking must underpin the learning process
  - ❖ Some addressing of issues pertaining to character are necessary if we are to truly succeed
  - ❖ We should not just be producing brilliant designers but excellent citizens
  - ❖ It is perhaps worth reflecting upon the fact that Hitlers cabinet was full of highly educated people indeed the man himself was at art school for a while

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# Teaching

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- ❖ I am a teacher not because I teach but because my teaching is linked to a vision.
  - ❖ Without the vision I am merely a technician

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# Challenge

- ❖ We call for the teaching of Critical Thinking skills alongside those of Creative Thinking and these should permeate all theory and practice at Art@CMS
- ❖ Both of these skills are a lifelong journey and not a two week module
- ❖ It is not enough to learn them, the student must engage with them in practical and meaningful ways

*take questions*

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**Q&A**

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English or French

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