Abstract

The Tasks for Future Education through
the Analysis of Educational Innovation Cases

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It is predicted that the future society will be low populated of the school-age but high populated of the elderly, intelligent information centered, and multicultural society. According to these changes of the society, it is time for education to shift to preparing for a future education system rather than growth from competition. Based on this perspectives, this study aims to explore the tasks of the future education by analyzing domestic and international cases of educational innovations. Specifically, this study suggests several practical tasks that general high schools can implement for the future education, analyzing the selected cases contributed to the educational innovation. This is because the cases of educational innovation are the stepping stones for general high school to move forward to the future education, although the cases are not perfect examples.

The studies or the efforts on educational innovation in high schools have been restricted because of the distinctive characteristics of high schools such as college entrance compared to that of elementary and middle school, whereas there have been various efforts on school education such as Innovation schools. Recently, high schools have been making various attempts and approaches for future education, including the introduction of high school credit system which will be activated in 2025. Hence, at this point it is significant to derive the implications that general high schools can benchmark, reviewing the cases of high schools that attempted educational innovation. In order for the goal of this study, domestic and foreign educational innovation cases were selected according to the case analysis criteria. For the domestic cases, literature reviews and interviews of principals, teachers, and students of each institution or school were conducted, divided into cases within system and outside system. For the international case studies, this study conducted literature reviews on the exemplary cases which achieved the educational innovation for future education.

The key characteristics that derived from the domestic educational innovation cases within system(Innovation schools, Autonomous schools, General schools) and outside system(Alternative schools or educational institutions), and the international educational innovation cases are as follows. First, in terms of 'the goal of education', the schools in the educational innovation cases have set the goal of education in 'the practice of autonomy and responsibility', 'the pursuit of intrinsic value of learners', 'the realization of humanity and the restoration of relationships.' Second, in terms of 'the curriculum', the schools in the cases have expanded students' subject choices and run competency-based curricula to help students find careers and fulfill their goals. In addition, the content of education was closely related to the real world and the professional world. Third, in terms of 'the education methods', the case schools have conducted student-participatory classes and process-based assessment Also, in the course of teaching, EdTech was used to overcome the spatial limitation of school. Fourth, in terms of 'organization and members', the schools in the cases have operated a school

organization separated teaching and administration so that teachers could concentrate on their classes. Along with this, the principal's transformational leadership have been exerted, enabling members of the school to share important values of the school and to commit to making a difference in the school. Additionally, the teachers formed a culture of communicating and cooperating with each other, and provided the educational activities regarding students as independent educational designers rather than passive educational objects. Finally, in terms of 'the education space and facilities', the schools in the cases have kept expanding their education space from the existing school space to neighboring schools, communities, and cyber space. Thus, the schools have provided collaborative educational activities with their community and various learning spaces for their students.

According to the key characteristics of the educational innovation, this study proposed the tasks that highs schools can practice in terms of the goal of education, the curriculum, the educational methods and evaluation, the organization and members, and the educational facility and environment.

First, in terms of 'the goal of education' this study suggested the three main tasks - 'the practice of autonomy and responsibility', 'the pursuit of intrinsic value of learners', 'the realization of humanity and the restoration of relationships.' The specific plans of each task are as follows.

- the practice of autonomy and responsibility
  - clarifying and sharing the each role of educators
  - operating student-led activities with harmony with autonomy and accountability
  - ensuring students' participation in the school committee
- the pursuit of intrinsic value of learners
  - increasing the time for counseling(communicating) with students and

building personalized learning systems
- improving educational conditions or environments such as downsizing class size and the number of students per a teacher
- expanding high school-university programs
■ the realization of humanity and the restoration of relationships
- emphasizing on humanities, building and strengthening personality education and (global) citizenship education certification system
- conducting early personality education

Second, in terms of 'the curriculum and evaluation' this study proposed the three practical tasks - 'the assurance of students' subject choices', 'the operation of competency-based curriculum', 'the convergence of the curricula and life.', and 'the process-based evaluation'were proposed as the practical tasks.

■ the assurance of students' curriculum subject choices
- building a system for learner-centered curriculum
- diversifying curricula
■ the operation of competency-based curriculum
- reconstructing curriculum for competency-based education
- providing individualized curriculum for guidance on college entrance and career development
■ the convergence of the curricula and life
- providing classes related to real life
- operating school curricula including social values and norms
■ the process-based evaluation
- balanced operation of process-based performance assessment and process-based paper-based assessment
- dividing the school record system of NEIS into common items and selective items(module selection)

Third, in terms of 'the education methods', 'the learner-centered classes', 'the education accepting the relativity of time', and 'the use of EdTech'

■ the learner-centered classes
- emphasizing the experience itself by the class methods
- pursuing project learning that emphasizes learners' autonomy
■ the education accepting the relativity of time
- implementing nongraded system and credit system & operating flexible and individualized course system
■ the use of EdTech
- building an online and interactive 'Learning network'
- providing 'Learning portal' for each student

Fourth, in terms of 'organization and members', 'the separation of teaching and administration', 'the transformational leadership of principle', 'the students as education designers', and 'the teachers who activate commitment and cooperation' were proposed.

■ the separation of teaching and administration
- classifying the work scope of teachers
- classifying the role of teachers(teaching, administration, etc.) according to the competency
■ the transformational leadership of principle
- building a culture of trust and controlling the number of meeting held in school
- making the leadership training mandatory
■ the students as education designers
- developing students' educational design competencies
- implementing various teaching methods
■ the teachers who activate commitment and cooperation
- reward for commitment

- team-based incentives

Finally, in terms of 'education space and facilities', this study proposed 'the expansion of education space', 'the cooperation with local communities', and 'the provision of various learning space' were suggested as the practical tasks for future education.

- the expansion of education space
  - sharing educational space with nearby schools
  - using space of local public or private educational institutions as education space
  - using space of universities near the school as education space
  - using online websites as education space
- the cooperation with local communities
  - building an integrated educational ecosystem through the village education community
  - community taking charge of some of educational activities in schools
- the provision of various learning space
  - providing educational space for various activities
  - providing educational space for between classes