

Abstract

A Research of Restructuring the Educational System for Building Futuristic Educational Ecosystem

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The study was conducted to explore a desirable futuristic educational ecosystem as future society changes and provide how the education system should be restructured to ensure such ecosystem.

The study mainly focused on the definition and characteristics of a futuristic educational ecosystem, social change, direction of a futuristic educational ecosystem, problem analysis of the elementary and secondary education in South Korea from ecological perspectives, case analysis of restructuring the education system for building futuristic education system, analysis of educational experts' needs, and solution searching. Various means such as literature researches, questionnaire survey, services for case studies, and council meeting of experts were executed for this survey.

Given the variety of social and the educational environmental changes, the study suggests that the futuristic educational ecosystem should be where all mankind and life are respected, everyone can be successful and mutually benefitted, individuals'

self-realizations are sustainable, and people can adapt to social and technological changes.

After analyzing the current educational issues that hinder promoting a desirable educational ecosystem, the following problems have been found. First, current school and college admission systems are too rigid and monolithic, so the educational function in accordance with environmental changes cannot be exerted properly. Second, excessive competition for college entrance exams and cramming education are prevailing in educational objectives, content, and methods, so proper education courses cannot be implemented. Third, the class system cannot escape from the trap of uniformity and rigidity because of restrictions in the educational arena. Also, using relative evaluation for assessing students' academic performance creates excessive competition among them. Fourth, teachers need to be equipped with expertise in various fields including life guidance, career guidance, character education, global citizenship education, and multicultural education. However, the current education system lacks adequate recruitment processes, evaluation system, and training programs for teachers. Therefore, the current education system cannot respond to social and environmental changes well. Fifth, despite the advent of ubiquitous era thanks to the advancements in information technology, current educational facilities and professors' teaching equipment and materials are no better than those of the industrial era. That is why the current educational ecosystem fails to respond effectively to technological changes. Sixth, despite the current era of the government 3.0, the education administration and financial systems in school operations, governance system, and education support system do not cooperate with each other impeding the process of forming new, participatory, and win-win educational ecosystem. Seventh, a school needs to expand its role in establishing a successful relationship with the local community. However, its current cooperation model with the out-of-school educational resources is weak. For that reason, currently, a school cannot be a focal point in the local learning ecosystem in finding out a new approach by discussing and analyzing the problems of a community.

Therefore, this study presents a reform of the school system, improvements of the primary and secondary schools' national curriculums, innovations in teacher training

and recruitment system for promoting an integrated educational ecosystem by restructuring of the current education system. The study then suggested four plans for restructuring the education system for building a desirable educational ecosystem. Four plans are as follows.

First, as a way of restructuring a school system for building the educational ecosystem where all mankind and life are respected, the study suggests detailed plans.

Suggested plans are creating a climate where human rights are respected in the educational community, strengthening the importance of respect for mankind and life in educational content and methods, developing strategies for preventing and deporting bullying, corporal punishment, and violence in the education field, building a healthy and safe educational environment, realizing stress-free school environment.

Second, the study presents specific measures for restructuring the school system to promote an educational ecosystem where everyone can be mutually benefitted. Specific measures are providing fair education opportunities that meet individuals' talents and aptitudes, eliminating competitive educational structure of relative evaluation that creates conflicts, implementing free compulsory secondary education for achieving win-win and equal opportunities, improving the student recruiting system, and abolishing education regulations for building harmony and coexistence among schools.

Third, the study presents detailed policy measures for restructuring the school system to promote an educational ecosystem where individuals' self-realizations are sustainable. Detailed policy measures are increasing flexibility in operating the school system where students freely explore and change their career, providing multiple opportunities for students to have education, enhancing school's function for career development and exploitation, strengthening the sustainability of early childhood education stage, extending schools' function in child care, opening the border between the regular and non-regular education, recognizing alternative education outside of the regulatory system.

Fourth, the study proposes thorough ways for the school system to promote an educational ecosystem where people can adapt to social and environmental changes.

Thorough ways are strengthening core educational competency for the 21st century in accordance with future society changes, reforming school education with regard to

the development of digital technologies and the information society, enhancing networking, and building cooperative education governance.

Key words: future society changes, educational environmental changes, educational ecosystem, educational system, restructuring