



Regaining Pedagogical Primacy in 21st Century Schools

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The articles in this issue of 'The European Educational Researcher' all concern the various facets of education to become vitalized in the coming decade. Its perspective is not so much to overcome flaws and deficits; its perspective is to become ready for the further 21st century. What is so different from the 20th century is that at that time Europe, The Middle East and the US still accepted education as a transfer process: from 'those who know and can' into the minds of 'those who are still innocent and unaware of traditions and best practices so far'. The overall educational paradigm of the 21st century is to regard schooling as the start of a life-long learning process. But more important: Learning in the current knowledge economies and the complex multi-cultural societies is a process of knowledge assembly, creative thinking and entrepreneurial mentality. Teachers in the next decades will have more diverse roles than before; not only conveyers of domain knowledge; also the roles of coach, mentor and process facilitators. Indeed; learning gradually shifts towards feeding social/emotional/cognitive development of learners who are quite unique in personality, family backgrounds and prior knowledge. Taking these differential conditions in mind, education still has the intention to target uniformity learning results so that finally citizens will understand each other and find common interest and intuition. However the process on how to arrive there will differ substantially, as we now see in projects around the world.

1. An inspirational specimen is the article "The Literacy Preparation in Turkish Preschool Education" by Semra Tican Başaran et. al. from the Sıtkı Koçman University, Turkey. They describe the study that reveals the views and recommendations of the kindergarten and primary school teachers on literacy preparation in Turkish preschool education. The study's findings show that kindergarten teachers have some confusion about literacy preparation and preparedness. While kindergarten and elementary school teachers are the same opinion about the need for literacy preparation in preschool education, they have different opinions about the literacy preparation activities carried out in preschool education. The researchers recommend systematic collaboration between teachers, review of the curriculum for early childhood education, and providing professional support for kindergarten teachers to support literacy in preschool education.
2. A second clear example of the shift towards 21st century education is entitled "Moral Sensitivity of Young People with Intellectual Disability – Its Role in The Process of Their Education" by Wojciech Otrebski & Agnieszka Czus-Sudoł; John Paul II Catholic University of Lublin. They refer back to Heller and Życiński (1980), that the primary regulator of human behavior is the value system, therefore its development should be central to all educational and educational measures. With a focus on moral sensitivity they understand that an individual's ability to see social situations from the perspective of

moral good and moral evil that represent values embodied in moral norms adopted by the world and internalized by humans as the principles of behavior. They ask the question how morally sensitive are people with ID; how does their sensitivity relate to the degree of intellectual disability and gender? The job of the test persons was to answer the question "Who did something right or wrong in this story, and what was that?" and to indicate as many moral elements in the story and image as they can. The results imply that the study participants had a different ability to distinguish between moral good and moral evil. They were more sensitive to the manifestations of good and evil associated with understanding one's behavior and its impact on others (more than a quarter of them had high scores) and less observant to those related to respect for another's property and compliance with principles and norms. The results of the research increase the knowledge of the general moral sensitivity of persons with intellectual disabilities.

3. "The Adaptation of Early Childhood Care and Education to Cultural and Local Characteristics in West Africa: Challenges for Educational Psychology Research" is presented by Kathrine Maleq, Magdalena Fuentes, & Abdeljalil Akkari University of Geneva, Switzerland. It asks whether enthusiasm around early childhood education and education programs (ECCE) produces premature models, poorly adapted to West African socio-cultural contexts. They present research that underscores the challenges facing educators and their central role in the design of culturally relevant ECCE. They conclude to move away from ECCE perspectives in which marginalized communities are seen as flawed towards locally relevant and socially just models.
4. "Use of a Movie (Lorenzo's Oil) in Teaching Nature of Science to Preservice Science Teachers" by Fatma Taşkın Ekici Pamukkale Univeristy, Turkiye. It opens with the phrase by Isaac Newton: "I don't know what can happen to the world, but to myself I seem to have been just like a boy playing on the shore and occasionally distracting myself to a smoother pebble or a more beautiful shell than usual, while the great ocean of truth lay completely undiscovered in front of me." Their exposition mentions: Nowadays, learning environments are constantly being developed and updated to make the learning process more active. In addition, tools that enhance learning in educational environments are also diversified. One of these educational tools are the movies that are based on real-life stories. The aim of their study is to examine the effect of this film, which deals with a true story, on the teaching of science and the nature of scientific elements of teacher candidates. At the end of their study, according to the findings it was concluded that the pre-service teachers' views on science and the nature of science changed positively.
5. "Aspirations Are Not Enough: Barriers to Educational Attainment for Youth Involved with Child Welfare" is the article by Christina Dimakos University of Toronto, Canada, et.al. It exemplifies that children of families involved in child welfare services are considered high risk and are vulnerable to developing problems in a number of domains. In particular, educational performance among this population tends to be lower compared to peers of the general population. The goal of this qualitative study was to understand the educational aspirations and subsequent trajectories of young adults with

former commitment to children's well-being. The results indicate that young people had high expectations and dreams for their high school future. However, complex challenges hindered the realization of these dreams. Despite significant challenges and unrealized educational aspirations, young people with experiences of child welfare continue to place great value on education in inspiring hope and optimism for the future. Addressing barriers to educational achievement for young people with a commitment to children's well-being remains a key focus to help achieve educational aspirations.

In summary, the articles in the following issue of “The European Educational Researcher” highlight how innovative 21st century education is not only a response to societal evolution; it is mainly the extrapolation of a continuous trend to make teachers, schools and school leaders more and more autonomous so that gradually pedagogy rather than mere instructional priorities regain thematic dominance so that learners’ cognitive growth land higher on the educational agenda.