Educational Leadership
– Global change agents in action

The 5th anniversary publication of the Master's Degree in Educational Leadership programme, Tampere University of Applied Sciences

Editors
Päivi Mayor
Jamie Walker
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Cover image
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Foreword

Education is, despite claims to the contrary, ever evolving and changing. Driven by developments in technology and changes in society, culture and economics, as well as evolving expectations of the role and function of education by various stakeholders including policy makers, think tanks, employers, parents, students, researchers and educators, it is a dynamic and challenging area to work in. Education asks much of those who take on leadership roles in such an environment, be it a formal position within the hierarchy of the institution or an informal one, modelling best practice and "leading without a title".

For this reason, it has been an honour and privilege to lead, along with my esteemed colleague Päivi Mayor, the MBA in Educational Leadership, affectionately known as MEL, that is offered by Tampere University of Applied Sciences. I was also flattered to be asked by the editorial team to write this foreword to the publication that marks the intake of the fifth cohort of MEL students in the fall of 2021.

We look to MEL students and graduates to be change agents in education; to not be objects shaped by the forces listed above, but to play a proactive role in shaping and defining the purpose of education and its role in society and the economy. We look to our MEL students to think critically and to question assumptions; both their own and those presented to them and

to probe and think deeper than the surface conventions of contemporary education.

All of this is challenging and requires energy and motivation, which is one reason why community, collaboration and conviviality are an essential part of the MEL programme ideology. To be a change agent in isolation is both dangerous and exhausting. To be part of a global network of like minded and supportive colleagues can be energising and empowering. This sense of global community is one of the key aspects that makes the MEL programme special.

However, this community is far from homogenous. Rather, we celebrate and learn from our diversity. This collection contains writing from each of the first four MEL cohorts and represents a wide range of topics and themes as well as styles and approaches. This is itself very typically MEL, because it embodies the diversity of the program and its students. MEL is not a traditional MBA program and we are very proud of that fact and hope that this may long remain the case. Indeed, I personally hope that we will continue to push back the boundaries with regard to our methods and approaches to learning and assessment in the years ahead and plan for our active and loyal students and alumni to be a part of that process. Once a MEL, always a MEL!

When the program was launched in the fall of 2017, there were those who were doubtful about the efficacy of distance education mediated through digital technologies, despite a solid body of literature supporting this method. By including intensive weeks and resourcing support and collaborative team building activities we have managed to avoid the higher attrition rates often associated with distance education programs. Little did we guess that within three years our campuses would be empty of students and staff as the COVID-19 pandemic forced universities and schools to close across the world. During that period, when teachers and educational leaders around the world were struggling to cope with the new situation, so many MEL students and alumni contacted me to tell me how glad they were to have had a good experience of online distance education on which to build. My hope is that this knowledge and experience is further developed and used

to enhance and improve education around the world using and shaping technology to meet our needs and purposes.

The MEL program is not for everyone. The somewhat emergent and open pedagogy of some courses, the collaborative and networked approaches to learning that are required of students, the embedding of authentic and praxis-driven activities, mean that those who prefer a more structured, technocratic and content focused approach to education might become frustrated on the programme. However, for those who see in education a "beautiful risk", to use the term coined by Gert Biesta, then MEL can represent an exciting opportunity for growth, development and learning.

To gain a taste for some of the work that has been undertaken by MEL students over the past four years and gain an insight into those experiences I invite you to read the chapters contained herein and to embrace the beautiful risk and gift that is education.

Acknowledgements

I would like to start by thanking all the contributing authors and the editorial team for their hard work in writing and then collating this publication.

Everything comes from somewhere and MEL is no exception. The "DNA" of the MEL program can be traced back to the online teacher education program, 21st Century Educators (21CE) which was originally created by Hanna Teräs. Without her and the support and vision of the senior leadership in TAMK at that time there would have been no 21CE and so MEL might have been very different, or never have existed at all. I am therefore grateful to Hanna and to all those who supported her and her ideas for a global online programme in English, based on Finnish teacher education practices, and were prepared to take the risks involved in launching such a programme.

Listing names and ideas always carries the risk that you will forget someone, so apologies in advance if I do that. However, there are people and ideas that have been so influential in how MEL has evolved and developed

as a programme that they deserve a special mention. Dr. Carita Prokki was a key supporter in identifying the need for the programme and that it should be offered globally. Senior leaders Päivi Karttunen and Mikko Naukkarinen were supportive of the programme. Outside of TAMK other thought leaders and academics were influential in terms of the ideology that underpins what we do and why we do it. These include Prof. Curt Bonk at Indiana University, Emeritus Professor Carmel McNaught of the Chinese University of Hong Kong and Professor Emeritus Tom Reeves at University of Georgia. Prof. Martin Weller of the UK Open University has also been tremendously influential, while the programme has drawn heavily on the ideas and theories of Prof. Gilly Salmon and Prof. George Siemens. From Athabasca University in Canada, Prof. Jon Dron continues to challenge my thinking and thus influence the MEL program.

Inside of TAMK the original MEL team deserve thanks for being willing and able to step up to a new programme, delivered online and at a distance and contribute to its development. Sisko Mällinen and Matti Karlsson deserve mention for the excellent work they do in the student selection process as well as their teaching. Of course, I reserve a special vote of thanks to Päivi Mayor, my partner in crime who has been so supportive in the development of MEL and played a vital role in the programme's continued development. Thank you Päivi so much. I owe a debt of gratitude to all my former students and colleagues from whom I have learned so much over the past 33 years, in the UK, UAE and in Finland and who taught me how to be a better educator. However, the most influential and important are MEL students, alumni and colleagues from whom I continue to learn so much and to whom I am eternally grateful.

Mark Curcher
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Introduction

This publication encompasses articles and personal stories from students, graduates and lecturers of the MBA Educational Leadership course at Tampere University of Applied Sciences. The publication is being released to celebrate five years of the programme. The MBA, better known as the MEL programme, is a distance learning programme that consists of courses in international education, leadership and business.

Since 2017, each year between twenty and twenty five students join a cohort model. Past and current students have come into the programme from across the globe; from the host city Tampere and country, Finland; as well as further afield across Europe, The Middle East, South-East Asia, Africa and Latin America. Students and lecturers on the programme bring in a wide range of experiences and work in educational settings such as universities; local and international schools; Non-Governmental Organisations; Human Resources; Journalism and Management. Over the duration of the programme, students engage in a range of courses that broadly fit into three fields:

Foundations in Education Leadership. A series of six, interconnected modules exploring the interplay and importance of financial, change and project management; curriculum design, contemporary learning theories and the role that technology might play in enhancing learning; the foundations of leadership practices.

Shaping the Future of Education. A further four modules that take deeper dives into education policy, conflict, communication, cultural diversity and emerging trends and innovation in education.

Free Choice Studies. All students incorporate one of three topics into their studies for the final five credits for the programme, choosing from modules related to sustainability, further studies into the field of education leadership or a module from another programme, in consultation with the course leaders. The nature of free choice and agency is essential across the course, with students designing their own assessments and ultimately narrowing down their learning from around the programme and from their own experiences into the thesis project. All of these are able to be produced either independently or collaboratively, with all students expected to produce some collaborative work whilst taking the MEL programme, harnessing the power of the group's potential as a network.

Collaboration and forming strong working partnerships between students and lecturers is an important part of the MEL program. Students and graduates are able to join research groups such as CARDE (Critical Applied Research of Digitalization in Education), the Sustainable Brain Health Project and HAnDLE (Humour Affordances in Digital Learning Environments). Some of the articles in this collection are a result from these working groups.

This MEL Publication then stands as a collection of collated articles about current topics in education and leadership from an international perspective. Each article presented comes as a consequence of members of the ever-growing MEL community choosing to bring their work and ideas into this publication. With the fifth cohort having recently completed their first semesters, we hope that this publication expands and becomes an annual reflection on the state of education and leadership worldwide, written and edited by the MEL programme staff, students and alumni as a means to 'bear the torch' of what is learned during and after the programme out into the world.

We are thankful to all of the contributors and to the readers. As you read, we hope your own leadership and learning journeys are stimulated in new directions.

Caution: Pedagogy Under Construction

Mark Rasi

Abstract

A new online Educational Leadership programme provided a global cohort of students the opportunity to engage in deep and authentic learning supported by social constructivist and connectivist pedagogies. Students were required to co-create individualised authentic assessments that were relevant to their own context. Furthermore, students were encouraged to push the boundaries of the curriculum to explore the possibilities of self-determined and rhizomatic learning.

One outcome of this authentic and student-centred approach was that many students published and presented at an international education conference. A community of researchers was born, inspiring a team of alumni, staff and new students to shape a new generation of pedagogical practice for online learning.

Background

The Masters in Education Leadership (MEL) programme at TAMK saw its first graduates complete their studies in December 2018. Data collected from faculty surveys, student feedback and a collaborative autoethnography, to name a few, indicated that the experiences and satisfaction of students as they engaged with their courses of study was quite diverse. Innovative, unfamiliar and inconsistent pedagogical approaches appealed to some students, while others found themselves "lost" in the teaching and learning environment.

While the students understood that the course would utilise contemporary pedagogical approaches, it is assumed that the adult learners were more familiar with traditional pedagogical approaches. I.e. a teacher centred and behaviourist approach to learning. Additionally, most students were time-poor and were attracted to explicit teaching, explicit tasks and clear outcome expectations. On the other hand, some students appreciated the agency and freedom that was afforded in a negotiated curriculum and assessment.

The Project

The project attempted to define (shape?) a new generation of distance education pedagogy.

Anderson and Dron (2011) identified connectivism as the current distance education pedagogy. Connectivism is a central idea in the current MEL programme, but the MEL programme also draws upon two previous generations as identified by Anderson and Dron: cognitive behaviourism and social constructivism. A constructivist approach was promoted by the course coordinators and the evidence of its application is evident in many of the subjects. Behaviourist pedagogies were not promoted as a dominant approach, but legacy teaching materials and practices migrated from established faculty and course materials at TAMK and found their way into the MEL programme.

Anderson and Dron (2011) assert that "high-quality distance education exploits all three generations as determined by the learning content, context, and learning expectations." The learning expectations of MEL students has been addressed in research by a few students and staff. It was determined that no design will cater equally for all individual needs, and that the experience of each participant is affected by the goals, expectations and level of commitment of others (Rasi, Jantunen, Curcher & Teräs 2018). With this understanding, Rasi (2018) proposed that the pedagogical approach utilised in a course should be explicit and able to be negotiated between teacher and student.

Hase and Kenyon (2000) do not support a negotiated and fluid approach to pedagogical approach, rather advocating for a move towards truly self-determined learning. Self-determined learning, called heutagogy, is categorised by learners taking the initiative; diagnosing their learning needs; formulating learning goals; identifying human and material resources; choosing and implementing learning strategies and evaluating learning outcomes (Knowles 1970, 7). Heutagogy is one of three approaches to learning within what is known as the pedagogy, andragogy and heutagogy continuum. Later in this paper a different take on the PAH continuum is presented called the PAH Venn Diagram.

It is the goal of this project to combine these two frameworks. That is, the pedagogy, andragogy, heutagogy (PAH) typology with Anderson and Dron's (2011) three generations (3G) of distance education. Additionally, how Pedagogy of Care (Noddings 2011) can be incorporated into this model will also be explored. The research team will use all these pedagogies with the MEL staff and students as they attempt to bring them all together to produce the next generation of distance education.

Proposed Outcomes

1. Enhancement of TAMK's blended learning programme, based on Constructivist, Connectivist and Authentic Learning methodologies, by developing practices that recognise the deliberate application of the following pedagogical concepts:
    *   Pedagogical, Andragogical and Heutagogical (PAH) approaches to learning
    *   Three Generations (3G) of Distance Education Pedagogy – cognitive behaviourist, social constructivist and connectivist pedagogies
    *   Pedagogy of Care (POC)

2. The creation of diagnostic tools using the concepts of the PAH Venn Diagram, 3G Venn Diagram and Pedagogy of Care to communicate to students the "style" of learning that each subject presents itself as.

3. An assessment of the effectiveness of the PAH, 3G and POC tools in increasing student satisfaction.

4. Enhanced communication between staff and students concerning the style/position/approach that is being presented to students.

5. Increased student agency and satisfaction in their learning by providing staff and students with common language in which to negotiate their learning and curriculum.

6. Further validation of the legitimacy of Rhizomatic Learning in the MEL course.

Mechanisms

1. Create a diagnostic assessment tool that faculty can use to determine their PAH and 3G Venn Diagrams for each subject along with their application of POC.

2. Promote concepts with faculty

3. Present concepts to 2018 MEL students through video presentation or other learning experiences as a part of one of the subjects in Tabula – no need to rush this... could be reflective and constructivist if done after one subject cycle has been completed

4. Create and conduct a survey for 2017 and 2018 MEL students regarding their understanding and/or experience with pedagogical approaches in their course.

5. Rhizomatic Learning? (You cannot mechanise rhizomatic learning)

6. The CAE presentation on 6 Sept (I will explain).

Key Concepts

Pedagogy, Andragogy and Heutagogy

These terms are used to describe a typology of learning methods around the learning needs of children (pedagogy), adults (andragogy) and self-determined learners (heutagogy). Heutagogy is an extension of andragogy. Heutagogy is a more learner-centred approach that assumes that adults are capable learners. Learners who decide when and how they should learn. Coghlan & Brydon-Miller (2014) assert that self-selected content and learning process result in great learning, independent of great teaching.

The Pedagogy, Andragogy and Heutagogy Continuum

The pedagogy, andragogy, heutagogy continuum is a fallacy. In practice, teaching and learning environments will have elements from more than one position. This is particularly the case when the environment is recognised as more than just the stated curriculum. The teaching and learning environments consist of the academic, hidden and social curriculums. These curriculums are engaged with continually whether the environment is face-to-face, online or even "independent study".

All purposeful, whether intentional or unintentional "learning" (better word?) will now be referred to as "curriculum". Curriculum, for Dewey, is not a body of material established before instruction. Instead, it is the material gathered, used, and constructed during instruction and inquiry (Noddings 2011, 31). Therefore, due to the complexity and breadth of the curriculum it is a fallacy that the engagement with this curriculum could be described solely as pedagogical, andragogical or heutagogical. Even if their courses, subjects and curriculum all consist of a mix of structures and rules that reflect the pedagogical, andragogical and heutagogical positions. Therefore, a Venn Diagram more accurately reflects the presence and relationship between the three positions.
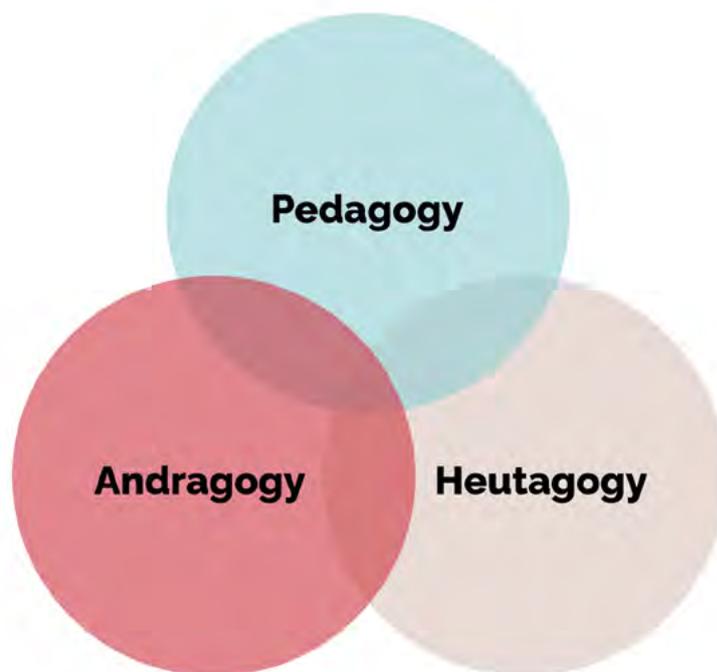
Figure 1. The Pedagogy, Andragogy and Heutagogy Venn Diagram
(adapted from Hase & Kenyon 2000)

Although elements of all three are typically present in a learning context, one or two may be more dominant.
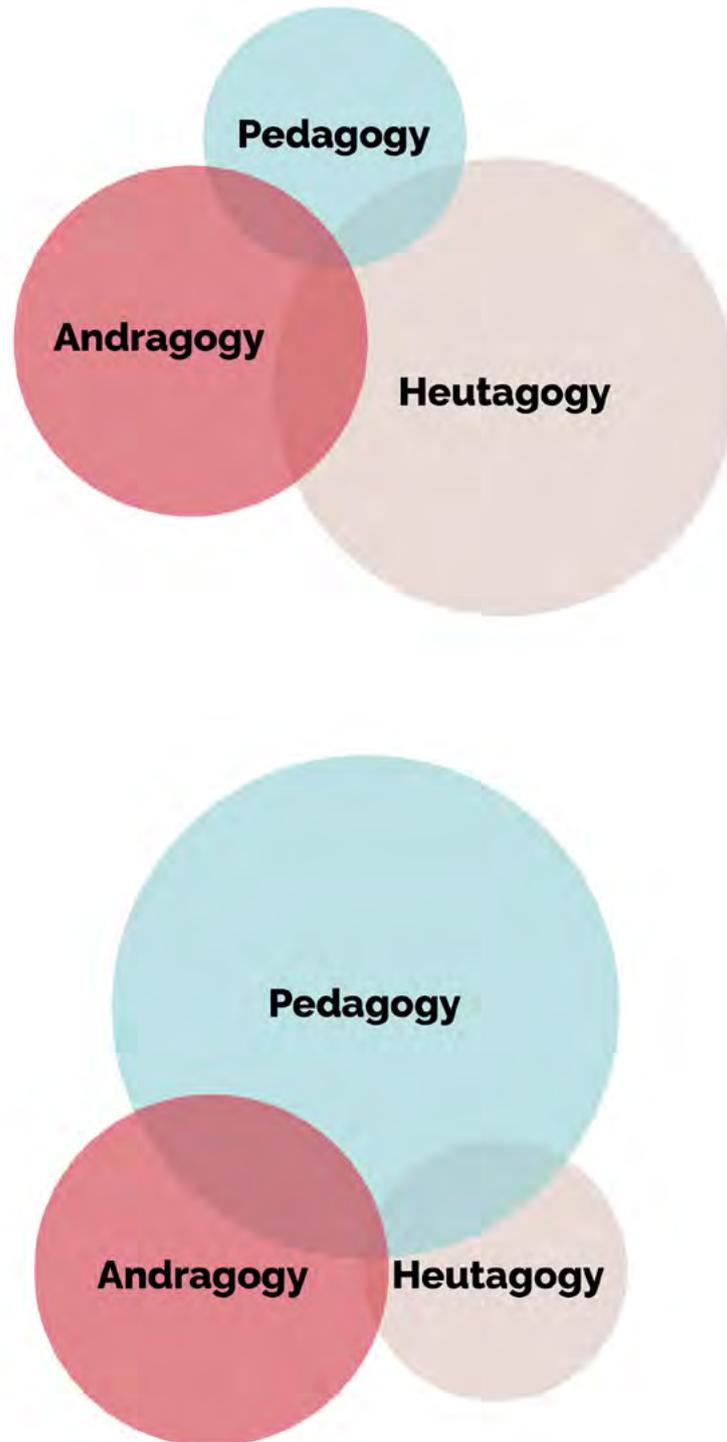
Figure 2. The Pedagogy, Andragogy and Heutagogy Venn Diagram (adapted with dominance changing)

Teachers and students may be consciously or unconsciously aware of the significance each methodology takes in the learning context. Both may also have a preference towards different approaches. This may change depending on the curriculum that the students and teachers are engaging with.

Difficulties arise with expectations regarding the positions/approaches/methodologies adopted by the teacher. One teacher may want students to be self-directed and engage in subject matter beyond the scope of the course, while others will be very prescriptive in the what, when and how of the curriculum (and assessment).

Pedagogy of Care

Noddings (2011) presents an approach to teaching known as Pedagogy of Care. The rich concepts she explores could serve as an overarching or encompassing context for PAH venn diagram:
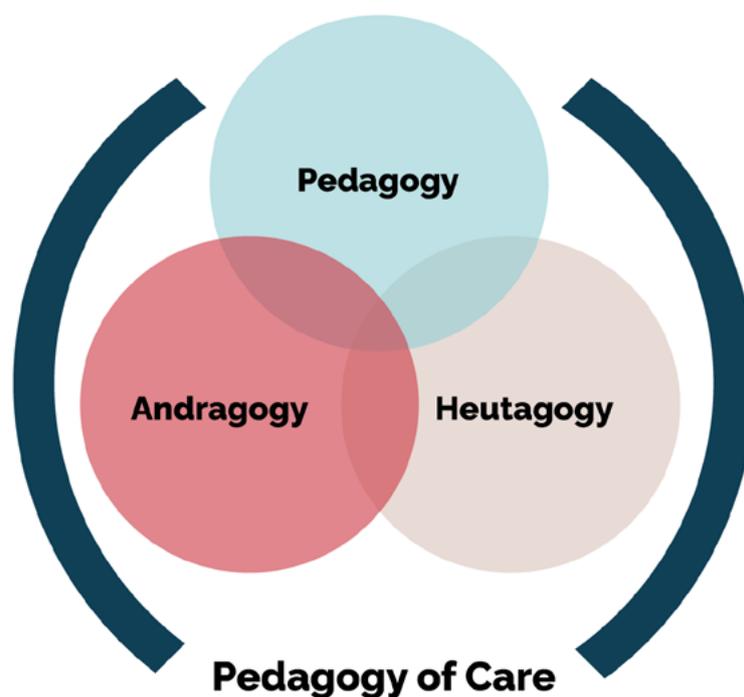
Figure 3. Pedagogy of care (adapted from an idea of Noddings 2011)

Cognitive Behaviourist, Social Constructivist and Connectivist Pedagogies

The venn diagram concept could also be explored when considering cognitive behaviourist, social constructivist and connectivist pedagogies. It is proposed that the venn diagram can serve as a representation of how these pedagogies can work together or in their own right. By having a model to which they can refer to, teachers and students can communicate and understand the pedagogical approach that the teacher will be adopting.
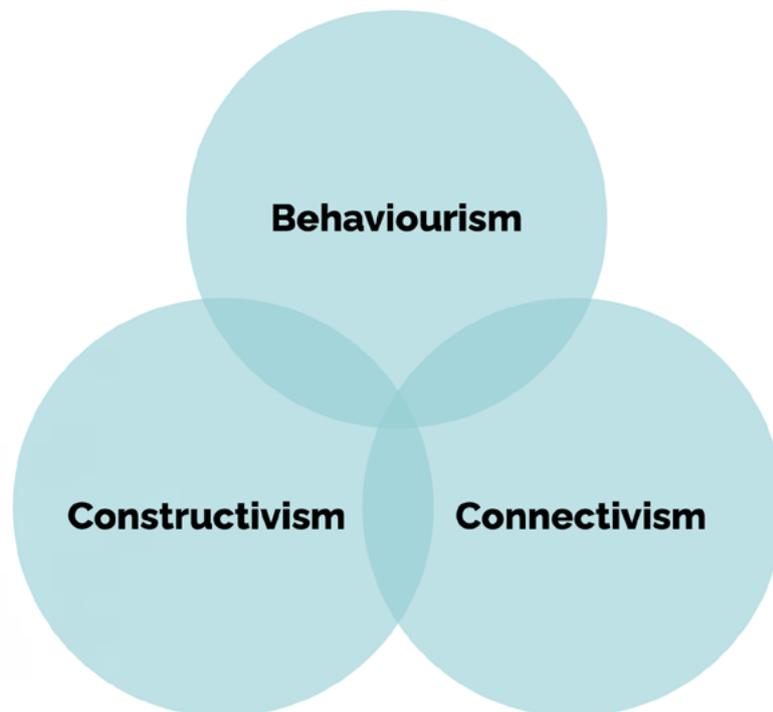
Figure 4. Behaviourism, constructivism and connectivism

Heutagogy giving rise to Rhizomatic Learning

Rhizomatic Learning occurs independent of teacher directions and expectations, the learner is freed to pursue areas of interest. These pursuits or "Lines of Flight" (Cormier 2011) give rise to students acquiring skills and knowledge that are not defined within the curriculum. Curriculum that isn't identified at the start of the course can be legitimately explored and extend the core curriculum (Rasi 2018).

Rasi (2018) proposed that a dance floor was an effective metaphor for picturing the curriculum. Accessing the knowledge outside the defined curriculum is like expanding a dance floor for dancers - teachers and learners.

Traditional Dance Floor

Available Dance Floor
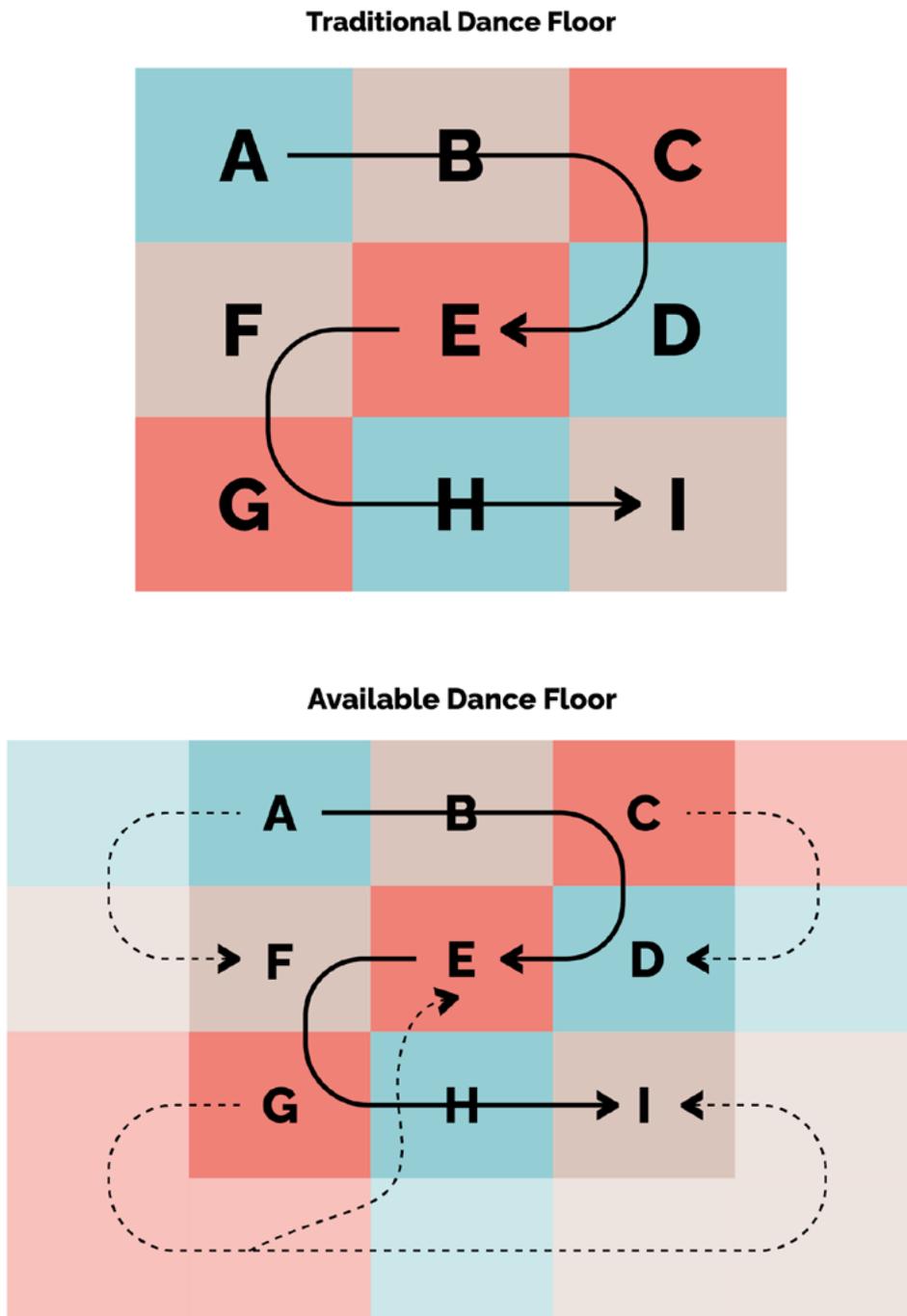
Figure 5. How Rhizomatic Learning effectively expands the "dance floor" of learning

The curriculum (dance floor) is explored by both teacher and students through a series of prompts and pauses. These in turn determine the pathways that teachers and students take on the dance floor; as they explore the curriculum. Both teachers and students can initiate a prompt or pause. Figure 6 illustrates how the learner and teacher might circulate a "modern dance floor" in a process of prompts, pauses and pathways.

Negotiating a pedagogical position

Rasi (2018) suggests that swapping between pedagogical, andragogical and heutagogical methodologies results in the teacher and student taking turns in leading a "learning dance". In an adult learning environment, both teacher and students should be able to recognize when it is appropriate to swap the lead and negotiate such a swap. Failure to understand what approach is being taken may result in the teacher and/or learner being frustrated in the way learning experiences are presented and engaged in. Therefore, the selection of an approach or the change between approaches needs to be articulated clearly between teacher and learner. In such situations the teacher invites a change, or the student requests a change. (Rasi 2018).
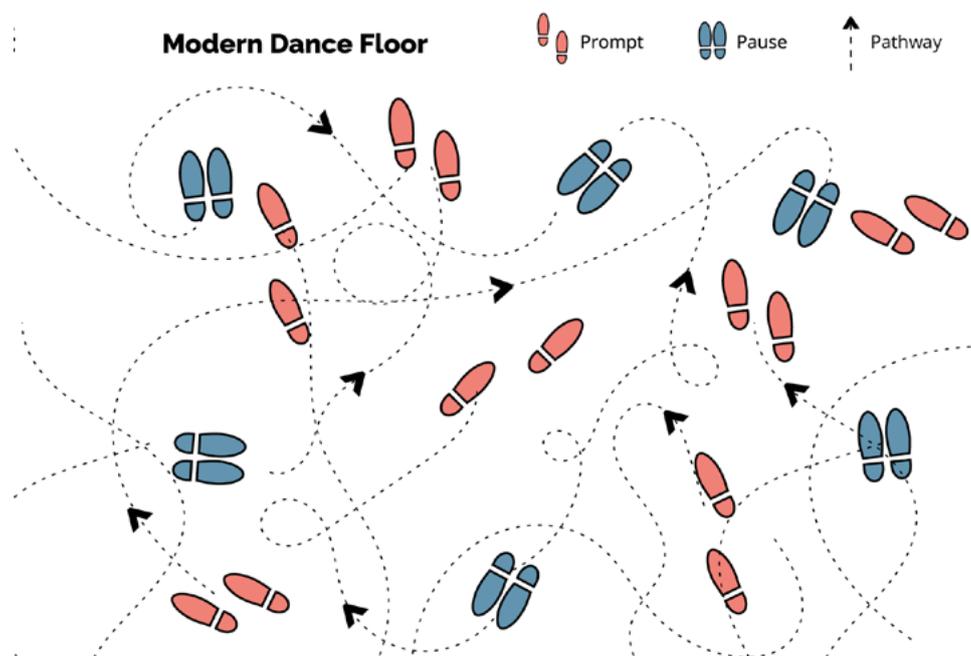
Figure 6. Exploring the Available Curriculum with Prompts, Pauses and Pathways

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Kotter's Change Process in the Covid-19 Move to Home-Based Learning

Marie-Theres Whitehead

Background

The following study was led at two international secondary schools in Asia during the move to online learning (from now on referred to as home-based learning, HBL), during the COVID 19 pandemic. Its aim was to investigate necessary pedagogical changes in collaboration and communication, and the usefulness of a change management model, namely Kotter's 8-Steps Process for Leading Change (Kotter 1996; Kotter 2020). This was accomplished by surveying and interviewing educators about their experience at said institutions. The background literature examined was around two topics: First, learning theories were explored, with specific focus on Online Collaborative Learning (OCL) (Harasim 2012) and Connectivism (Bates 2014; Bates n.d.). This was to explore differences from face-to-face (F2F) instruction and online learning, concentrating specifically on communication and collaboration. The second topic, change management, Kotter's 8-Steps model, was reviewed through the lens of the use of the 8 steps in isolation, the implementation in educational institutions and in emergency situations.

Data collection and analysis

The data collection was composed of a staff survey and interviews of educators upon returning to face-to-face (F2F) instruction. The study qualifies as a semi-structured qualitative study (SSQS) with a thematic approach. Although it provided a clear enough structure to give valid and reliable results, participants were left with enough space to talk about their experiences. The sample consisted of 16 interviewees, who volunteered in a preliminary staff survey. It was chosen with maximum variation based on criteria such as gender, age, role in institution and experience in the profession. Interviews were composed of 7 open-ended questions in three themed blocks. Theme 1 was about challenges, opportunities, collaboration and communication in the move to HBL. Theme 2 was the implementation, albeit unintentionally, and importance of Kotter's 8-Steps (or parts thereof). Theme 3 was further questions and thoughts on the experience of HBL. The preliminary surveys were used to guide the study to the focus area of communication and collaboration. Only relevant questions of the staff survey were used in the final data collection.

As mentioned above, the approach used was thematic. Like Yin (2018) suggests, data from interviews was compiled, disassembled and reassembled. Interviews were analysed question by question and codes were generated based on appearances of certain topics. Within these codes, subthemes were created. Due to its similarity, the data of both schools was combined and analysed together.

The data was presented in two tables: one for the first theme in the interviews (challenges, opportunities, communication and collaboration), one for the second theme (implementation and importance of Kotter's 8-Step Process). For both tables, researchers counted how many times each sub theme and step was mentioned by interviewees to determine the importance. In the study, quotes underlined how interviewees spoke about specific topics to give examples and provide more depth to the study. For anonymity purposes, names of interviewees were changed in the data analysis.

Findings, limitations and further research

The study showed that HBL was challenging because of inconsistencies of approaches, guidance from leadership, preparedness of staff and availability of resources. However, it also presented opportunities such as a review of existing programs, growth in pedagogy, more flexibility in the workday and more personalised feedback. In communication and collaboration, interviewees specifically spoke about the change of modes in communication and collaboration, the difference in online socialisation, the importance of relationships and a greater opportunity for students to participate. These points are treated in various literature on online learning (Misanchuk and Anderson 2001; Kilgore 2016; Salmon n.d.) and explored also in the two learning theories mentioned earlier: Online Collaborative Learning (OCL) (Harasim 2012) and Connectivism (Bates 2014, Bates, n.d.).

As for the second theme, Kotter's model, interviewees clearly stated that certain steps of the model were used or would be important. 'Create a sense of urgency', 'generate short term wins' and 'enable action by removing barriers' were identified to have been utilised most frequently, while 'build a guiding coalition', 'form a strategic vision', 'generate short term wins' were recognised as very important. Educators however also pointed out what Cameron and Greene (2012) had criticised with Kotter's model: the lack of a reflection step.

In conclusion, the researchers involved in this paper recommend that educators explore learning theories for online learning to help with challenges presented during the experience. It is also suggested to use Kotter's change management model, even only parts thereof, to help implement rapid change such as moves to HBL in the future.

It is important to highlight however, that the study only analysed one viewpoint of HBL, that of educators. Other perspectives, such as from students or parents, could be explored in further research. The study also focused solely on the areas of communication and collaboration. Although these are very relevant according to the chosen learning theories, there are several

other areas such as the well-being of teachers and students or assessment that could be investigated. Additionally, the sample of 16 interviewees might represent limitations, insofar that perspectives of other educators were not taken into account.

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"Some are more equal than others"

– Unequal Education Policy in Brazil and Colombia

Emma Avila-Collazos, Valentina Lozano, Jamie Walker

Introduction

This paper explores and analyses how educational policies in two of the most unequal societies in the world, Brazil and Colombia, have paradoxically compounded unequal, inequitable access to and provision of education, in spite of ostensibly being designed to improve it. With near-identical GINI scores (50.4 Colombia; 53.9 Brazil) (World Bank, 2018) and near-identical scores on the 2018 PISA tests (OECD, 2020), both countries face several challenges in providing education against trends of widening inequalities and continued underperformance in literacy, mathematics and sciences compared to OECD averages. If, as Monroy et. al. (2019) state, that "education is one of the main catalysts for lifting people out of poverty" then it is important to consider which policies are being enacted, how they have been and continue to be implemented and why these policies continue to be promoted if the consequences of them are not in the peoples', countries', or regions' best interests.

Lack of Accountability

Provision of education in both Colombia and Brazil lacks accountability at government level. In both countries, political instability has created a fertile environment for this to manifest. This unaccountability took root distinctively in each country. Constituted an independent Republic in 1889, Brazil did not benefit from a national, top-down education law (LDB) until 1961 (Wjuniski 2013). Previously, education was oriented in a highly conservative manner (Jones 2013), maintaining a status quo whereby powerful agrarian landowners maintained hegemony over national politics and rural populations (Bethell 2008; Wjuniski 2013). This powerful, secular hegemony further explains the disproportionately low investments allocated to education during President Kubtitschek's plano de metas (Bomeny 2008; Wjuniski 2013). Wealthy, powerful Brazilians did not wish to be held accountable for universal, free education, despite it being considered a 'right' since 1934 (Wjuniski 2013).

In Colombia, the Catholic Church held strong influence on education, with the government taking more control post-independence in 1810 (Trines 2020). The Catholic Church remained indirectly influential in education matters up to the introduction of the 1991 Constitution that removed Catholicism as the national religion (Colombia - Constitutional Legal Foundations, 2021). Despite constitutional change, there remains belief that Catholic Bishops unofficially influence the Ministry for Education (Bonal 2000; Mundy et. al 2016).

Education is now constitutionally a universal right in both Colombia (1991) and Brazil (1988) and a 'public service' in Colombia (Rojas 2018). Both constitutions prescribe the ages to which education should be provided, indicate the states' 'duty' to provide it and are based on agendas that link to "wider questions of social justice; specifically the distribution of rights and entitlements." (Bell and Stevenson 2006) The architecture of these constitutions and educational policies present as liberalising and critical orientations (Jones 2013), given that both were written in post-trauma periods; in Brazil as explicit departure from repressive military dictatorship. In Colombia as response to political crises caused by guerilla warfare and narcoterrorism.

Striving for equality in education in both Brazil and Colombia is paradoxical. Education is enshrined in law as duty of state and right of citizens, though wider political decisions made do not propagate environments where equality can manifest. According to the Colombian Constitution, "State, society, and the family are responsible for education" and education is free of charge in State institutions. (constituteproject.org 2020). The coexistence of public and private education institutions is legally guaranteed in Brazil (Planalto 1988), whilst multiple Municipal, State and Federal bodies are responsible for different aspects of the Brazilian Education System (UNESCO/IBE 2011). In shifting responsibility, these governments simultaneously state that citizens are duty-bound to receive high-quality education whilst not holding themselves accountable for said provision. Though Colombian and Brazilian education policies present as liberally and critically oriented, they are in practice neoliberal and neoconservative (Jones 2013).

Leading for Oligarchies

It is important then to ask what are the reasons for this lack of unaccountability? Who gains from inequitable systems? Though equality of education is nowadays enshrined in law, equality remains a nascent concept, given that Colombia (1851) and Brazil (1888) were two of the last countries worldwide to abolish slavery and their post-dictatorship, post-conflict constitutions were not enacted until 1988 and 1991.

Decentralisation has critically impacted how Colombian educational results widened despite the constitutional objective of providing universal, equal education despite developing since the 1980s (Elacqua et al. 2019). Municipalities received reduced support and clarity of objectives to implement government policies regionally (Elacqua et al. 2019). National and regional responsibilities were ambiguous, obfuscating accountability. This was seen in local schools, where quality was insufficient to meet job market challenges or regional development needs.

A pivotal moment in inculcating an oligarchic education culture in Brazil came in 1964, with the removal of the Goulart administration and imposition of a military dictatorship; the major educational impact being the 1971 2nd National Education Law (LDB) (Wjuniski 2013). This removed citizens' rights to free public secondary education, whilst it also absolved the Federal Government from all financial duties. This neoconservative policy was designed to deter people from education and was not altered until 1996, 8 years after the end of the dictatorship (Wjuniski 2013).

By promulgating "The coexistence of public and private education institutions" the central paradox of some being more equal than others becomes a tangible aspect of Brazilian and Colombian education. Ruling oligarchies needed not bother with quality public education, as it was not in their best interests. This indicates that education in Brazil and Colombia fall into Ball's (2012) privatisation through policy category (Verger, 2016). Government policies in both countries promote right-wing ideologies, notably in the increased privatisation of schools (LeGrand, 2003; Verger, 2016).

Given that international schools operate on an international, rather than a national market, they act as normative emulators, spreading Western educational values via a top-down approach. This is seen in Brazilian and Colombian international schools, where liberal, critical and post-modern orientations are actively encouraged (Jones 2013). In public schools, conservative and neoconservative orientations remain applicable, most notoriously in Brazil though escola sem partido (non-partisan school), an ultra-conservative political movement that encourages students to film teachers and denounce them for 'left-wing' thought. Jones' (2013) example of anti-pedagogy surrounding sexuality discussions also exists.

Privatisation policies can be seen as forms of Rationalism, due to many policy decisions being goal-oriented (Verger 2016). Many private schools operate bilingually since English language qualifications are perceived as economically advantageous. In circumventing local and national curricula, instead working towards "globally-respected qualifications", they have

become an increasingly popular route for wealthy local and expatriate families (ISC Research 2018).

Though there are fewer private schools than public, the continued public-private dichotomy adversely affects national education quality due to financial inequality. Education in both countries is characterised by disparities in resources, access, and quality based on geographic location, socioeconomic status and ethnicity. To illustrate, the 2015 lower secondary graduation rate in São Paulo was 93%, but was 63% in Alagoas (Monroy et al 2019). This creates limited access to higher education, bottlenecking the criteria for and access to it. Thus oligarchs and their children continue benefiting from limiting access to private education. In Brazil and Colombia, what elites can and are prepared to spend on school fees can be more than annual household income in poor households, (Monroy et al 2019) creating a circle of power; blocking those without resources from economic and political liberty (Sanchez, 2018). This imbalance emerges in PISA results of private and public schools (Celis et al. 2009). Inequalities are accentuated by attending schools with low socioeconomic status, affecting the poorest students the most across Latin America (Duarte et al 2012). The rural-urban divide in quality of education in Colombia and Brazil also leads to students in city schools scoring 10 points higher on PISA tests than rural students, more than twice the OECD average of 4 (OECD 2015).

Oligarchic systems perpetuate the political and cultural hegemony of a privileged few. Urban elites maintain access to superior schooling, better quality resources, more qualified teachers and more open-minded liberal and critical educational orientations, grounded in World Culture Theory (Jones 2013). Conversely, rural and urban poor experience education characterised by sparse resources, inadequate regional infrastructure, undertrained teachers receiving low guidance and evaluation practices and excessive bureaucracy (Caballero 1997). Such design promotes neoconservative orientations (Jones 2013); the perfect formula to create disparities in education policy implementation across Colombia and Brazil.

A Warning of Widening Inequalities

If the policy landscapes that permit some to be more equal than others in Colombia and Brazil are concerning, so too are the catalysts that exacerbate them; principally, the relationship between investment and education outcomes. Using Grade Distribution Ratio (GDR) as an evaluative metric of education outcomes indicates that whilst Colombia and Brazil have improved during the twentieth century, Latin America (0.84) has underperformed relative to the Global South (Frankema 2008). At national scales, Kang & Felix (2018) reveal that in Brazil Southern and Southeastern states have reached a GDR above 1.00, whilst Northern and Northeastern states remain underperforming even in Latin America.

Naude & Nagler (2016) ask pertinent questions about whether technological innovation increases societal inequality. The Covid-19 pandemic has catalysed widening inequalities in student access to technology, impacting an estimated billion learners worldwide (UNESCO 2020). UNICEF (2020) warns the impact will be most damaging for the poorest children in the poorest countries and those in disadvantaged, vulnerable situations.

Research by the Colombian Ministry of Information Technology and Communications concluded that 50% of households do not have internet access, disproportionately affecting students attending public schools, who are less likely to have internet access for at-home learning (PC 2020). This disadvantages many public school students in state exams (PC 2020), as does 64% of headteachers reporting digital technology shortages and inadequacies, hindering schools' abilities to teach (OECD 2020). Supply constraints Governments constrain supply of electronic equipment for all students, whilst families are unable to purchase equipment (a demand constraint) (Holsinger & Jacob 2008).

Several Brazilian and Colombian public school students are impacted by the supply constraint of not being able to attend school for a full day (Holsinger & Jacob 2008). Infrastructure and resources limit students to morning, afternoon or evening schooling due to insufficient space or staff for simultaneous

attendance, so few public school students attend full-day (OECD,2015). Though the 1994 Colombian General Education Law established full-day schooling for all schools (Radinger, Echazarra, Guerrero & Valenzuela 2018), there remains a discord between policy and practice 25 years later.

Since signing the Plano Nacional de Educação (PNE) into law in 2014, Brazil has undergone seismic changes. Written by the Workers' Party, the PNE was marked in its liberalising attempts, incorporating explicit diversity policies into law; making it compulsory to teach Afro-Brazilian and African history and culture in schools and using affirmative action policies to earmark a percentage of places in federal universities to public school students and people of colour (Moehlecke 2009). The consecutive governments of Temer and Bolsonaro have since rendered the PNE unfeasible (Grabowski 2020). 85% of the goals outlined in the PNE remained unachieved by 2020, despite being constitutionally mandated (Grabowski 2020).

Higher Education has received insufficient funding in recent years in both countries. In 2016, only 25% of poor Colombians had access to university, in contrast with 65% of the wealthy (Trines 2020). Recent neoliberal governments have wanted to follow a Brazilian model by expanding access to private, for-profit education (Trines 2020), offering alternatives to potential students from poorer backgrounds. In response, students have protested across Colombia, demanding more equitable support for higher education access (Trines 2020). In Brazil, there have been widespread protests against the government in response to 30% federal university budget cuts (WPR, 2019). R$ 2.4 billion of high school education programmes were blocked, along with R$ 2.2 billion earmarked for federal universities (Neto, Teófilo & Bastos 2019). Since assuming office, Bolsonaro has had four different Education Ministers (Gomes & Garcia 2020). Vélez Rodríguez asserted that "the idea of university for all people does not exist" (Knobel & Leal 2019). Weintraub lobbied for cuts to investments in Humanities, implying that only education with concrete economic value was worthwhile (Knobel & Leal, 2019). It is against this extreme neoconservative backdrop that the words of Darcy Ribeiro ring: "The education crisis in Brazil is not a crisis; it is a project" (Carta Capital 2021).

Conclusions

This paper sought to explore the reasons, purposes and consequences be-hind systematic and structural education policies and their implementations in Colombia and Brazil. As key members of MERCOSUR, jointly representing 60% of the population of South America, Brazil and Colombia are leaders in the region politically and economically. However, neither country has been able to effectively escape its turbulent past, with traumatic events of the twentieth century impeding them from fulfilling their promise. In parts of both countries, wealth has grown to resemble middle-income countries. It is in these localised regions that Latin America is identified as a growth target for international schools. (Gaskell 2015).

Simultaneously, successive decisions made in Brazil and Colombia have compounded and widened the scope of inequality on generational bases. Both countries have shown abilities to create meaningful equality policies on paper, though neither has succeeded thus far in translating theory into practice. As Colombia shapes its identity as a post-conflict society, it can begin to enable the social transformation of the country through greater equity and consolidation of peace (Strategic Framework - Ministerio de Educación Nacional de Colombia n.d). Brazil, on the other hand, must first solve its crisis of short-termism before implementing meaningful education-al policies on paper and in practice. Only then will some stop being more equal than others.

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New Perspectives: Two Weeks in Vietnamese Government Quarantine

Marie-Theres Whitehead

March 2020

I've finally landed in Ho Chi Minh City, returning from visiting my family in Europe. After a race against border closures to be able to fly, such a relief. News on the way from Vietnam: some people will be taken to quarantine; some people will have to quarantine at home when coming from 'hot spots'. My hopes are high that I belong to the second group.

At the airport, all hope of being able to home quarantine is gone. My forms handed in; I'm ushered into a crowded waiting area. My name is called, I walk through immigration, pick-up my luggage and after a few hours' wait, off I go with 8 other passengers in a minivan to either be tested for the virus and/or spend 14 days in a Vietnamese government facility in quarantine. We arrive. It is boiling hot and our temperature is measured - of course it shows 38.2C for me. After being able to wash my face, it goes down to an acceptable 37.5. We move into our rooms, I share with 2 other girls, one of

whom cries while preparing her bed. Each one of us has a bed with around 3m between them. It reminds me of a cheap hostel - right down to the shared bathroom down the hall.

Testing hasn't happened and no one has any answers. I prepare my bed, a mat 2cm thick on a metal frame; a sheet, blanket, pillow, mosquito net. It is hot, two fans wave hot air around. This will be my personal space for the next 2 weeks.

My temperature fluctuates between fever and nothing. The realisation sets in. This is really where I will be for the next 2 weeks. Desperation sets in. I fall asleep, exhaustion from travelling taking its toll. The evening comes around, food is delivered - rice with some type of meat - similar every day. I sit outside in the courtyard to cool off and then decide to take a shower. The toilet functions also as a shower, it's only cold, but with this heat, that is probably for the better.

Our HR liaison and one of my roommates - a Vietnamese girl studying in the US - translate for me. Nothing happening today, tomorrow maybe testing. Exhausted, I arrange delivery of shirts and shorts and some essentials like soap and towels for the next day by my husband. Of course, I didn't bring anything like that from Europe, where it is still winter.

The next day comes along, breakfast, lunch and dinner are delivered. I start working as if I was in school. I am lucky. There is wifi. In the afternoon, the men in hazmat suits show up and test us, now it's time to wait for the result. The day passes quite quickly. People are friendly, but I barely leave the room. I have my bed to work on, sleep on, eat on. 2m by 1m is my private zone.

Dread sets in when night falls. Will my test come back negative? Or positive? What if there are other people who test positive here? Will I get infected? What will happen if I am infected? Wearing a mask at all times all of a sudden is not that bad anymore. Before falling asleep, I remember that I read about this guy in quarantine and his advice of having a routine.

Tuesday, I set out my new routine. Get up / yoga / wash / breakfast / work / lunch / relax during the hottest time of the day / get back to work / yoga / dinner / reading or movie. In between, nice conversations with my roommate. Eventually, she will join me for my yoga - of course keeping a distance.

By the time we know that we are all negative, life in quarantine gets easier. The threat of being moved to a 'makeshift covid hospital' is gone. Now it's only passing time. Teaching my classes and doing my work for the MEL programme keeps me busy. My colleague makes fun of my teaching using the aquarium background - but no point in showing decrepit walls behind me when on video classes - wearing a mask is enough of a shocker. A call from my friends from MEL lifts my spirits - after lights out, I'm in the dark chatting with a few of my classmates - it feels like a different world since we saw each other in January. My LEAN assignment comes in handy - how to organise your space using LEAN - the 'before' and 'after' photo do the system justice, suddenly my bed and the area of 2.5m x 2m seems much more spacious.

The days go by quickly, I start enjoying my routine and especially the evenings, where the majority of people find themselves in the courtyard to mingle, read, chat and enjoy the cool breeze after a hot day. Everyone is very friendly, but no one speaks English well enough for a conversation - and let's not even talk about my Vietnamese. So, we leave our conversation with smiles and nods.

It's Saturday. Half-way point. The routine is a bit different today, since there is no school work. I sit on the porch in the morning and one of the doctors comes along. He has brought homemade vanilla cream for everyone. And he invites people to join the popular Vietnamese activity of kite flying. He shows me the kite he bought for that. The afternoon is spent like this; people trying to fly the kite, others watching. It is peaceful, laughter and community start to build.

Week 2 brings a new challenge. A whole room of new people is moved into our facility. It's all men and they occupy the room across from us. It's getting loud, cigarette smoke permeates the air and the peaceful feelings from Week 1 threaten to disappear. The questions come again: What if one of them tests positive? Will we all have to stay longer? I stop going to the porch and do my yoga at the furthest spot away from people.

The time until the new test results come back seems endless - it's only 24hours though. Everyone is negative. We can feel the relief in the air, it is almost tangible. Conflicting information on our release: Will it really be Sunday? Nobody works Sundays! Saturday comes around and we are told that maybe there will be an extra day. Freedom is close, yet far. But, Sunday morning comes, we get up and wash all our sheets - no washed sheets, no leaving - say the guards. And finally, the release paperwork is delivered and we are free to go. My roommate and I take one quick photo and say good-bye. We know we will be in touch.

At home, I realise during talks with family and friends that my perspective has changed. From despair at the beginning I now feel admiration for a people that goes through all that to protect their own at all costs. Although not everything makes sense logically, here is a country that will feed and host everyone for weeks to make sure their citizens (and visitors living in the country) are safe.

I realise that I have until now only seen the perspective that the privilege of my nationality, my culture, my skin colour has given me. It is not difficult to under-stand any longer that to be guests in this country, we need to change some of our convictions and adapt to a different way of being to make sure the commu-nity is moving forward together. After all, we are part of this community.

I also appreciate how much we can communicate without words. Teaching them every day, I can now vouch for it more than ever: A smile, fear, recog-nition can all be seen if we really look. If we really care to understand, we will. And we will be understood. There are no words needed.

I was often asked: Would I do this all over again if I knew about the outcome? Would I travel to Europe? My clear answer still is: Yes. Because one of the things I realised in my isolation was that it is important to see family. Sometimes we have to pay a price for that.

June 2021

It's been more than a year now that Vietnam closed its borders to foreigners. It has been a year with very few restrictions, because of harsh contact tracing and quarantining of people. Whenever there is an outbreak, we live in fear of being taken into centralised quarantine due to being at the wrong spot at the wrong time with the wrong people.

Last year, I mentioned that there is a price to pay. Vietnam has mostly been Covid free and we have been able to lead a mostly 'normal' life. However, being locked in a country without knowing when to see your family again can also take a toll.

I had my first child in September. There is no telling when I will be able to introduce her to her grandparents. Her family.

Celebrating the Multilingualism of India Through the Words Amma and Ajii at Home

Geeta Jayanth

As I walk down the Swedish lanes and departmental stores with Google Translate in my hand to make sense of the local words into English, I am faced with two stark realities. On the one hand, I realise that some of the popular Swedish words like fika are untranslatable into English and on the other, I suddenly awaken to the reality of being disconnected from my own mother tongue, Kannada. Despite the electronic translator having an option to translate words into my own native dialect, I am more comfortable translating the words into English.

Living in Sweden, my admiration has grown for this progressive, reputable, altruistic, egalitarian and environmentally-conscious country due to how its people take deep pride in their linguistic heritage, Norse culture and Viking history. There is a subtle societal expectation for anyone who lives here to

be able to converse in the Swedish language. This expectation has encouraged me to learn conversational words in Swedish and make a significant linguistic leap in this language on my Duolingo app.

At the other end of the spectrum is my country, India where more than 600 of the 780 documented languages of the country face the threat of being wiped out as casualties to the causes of Englishisation and Globalisation. It is saddening to know that several Indian languages which have survived the test of time for more than 9000 years are teetering on the brink of extinction and top UNESCO's list of endangered languages. With every dialect disappearing, human society will lose a unique way of embracing the world and celebrating diverse social and cultural identities.

I still feel nostalgic when I remember my childhood and the endearment I felt for my grandparents when I addressed them as 'Ajji' and 'Muthe'/ 'Tatha' which cannot be expressed genuinely enough if I had to refer to them as grandma and grandpa. Every indigenous dialect carries a human emotion, sensibility and special cultural aspect which often gets lost in translation.

Don't get me wrong. This is definitely not a case against the English language. Yet, it is impossible to deny the influence of 'Macaulay's Minutes' on the Indian people as a result of his introduction of English to us in 1835. The rest, as they say, is history and today India still celebrates the legacy that Macaulay left behind for us.

As an educator, I must admit to the ample opportunities I got exposed to just because I was educated in an English medium school. That said, I often wonder if things would have been different if I had been educated in my mother tongue during my formative years. I do recognise that the ecosystem and social fabric of my country is very different from Japan, Korea and countries in Europe, which continue to promote their mother tongue instead of English as their lingua franca in primary school and are yet successful and evolved societies.

The recent NEP20 recommendation of introducing mother tongue in primary school has the potential to drastically change the way mother tongue learning could be perceived in the future if implemented well. There is enough research to establish the positive influence a mother tongue learning could have on the cognitive and linguistic development of children. World renowned linguist, Noam Chomsky, claims that all children have an innate genetic capacity for learning languages from the time they are born and this is further strengthened by the work of Stephen Krashen, who maintains that native language learning is a subconscious process and hence is faster, more effective and less stressful during early years.

As a realistic optimist, I want to believe that if all stakeholders like governments, schools, parents and students see beyond the narrow lenses of politics, economics and superficial prestige, we will be able to save many more languages from being endangered. There is widespread activism to safeguard our biodiversity: can we also join hands to safeguard the linguistic diversity of our countries?

Had I not been exposed to the Swedish word Lagom through their native lenses, I wonder if I would have ever felt so deeply to this untranslatable yet beautiful word Lagom (LAH-gum), which roughly translates in English to 'not too little, not too much — just right'. So as a first step, as school leaders while we continue to welcome Shakespeare, Wordsworth and Harry Potter in our schools can we get Tagore, Premchand , Kuvempu, Basaveshwara and our Ajji's immortal stories in our classroom conversations too?

On this International Mother Tongue Day , let's glamourise the words 'Amma', 'Appaji', Ajji, 'Anna' and 'Akka' with a renewed purpose and promise. If you are curious what these Kannada words mean, use the translator to translate them into your mother tongue and I promise, you will definitely relate to them.

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Career Impact of the MEL Programme: Two Perspectives

Kathy Charles and Neil Cunningham

Kathy Charles

MEL has had a significant personal and professional impact on me. I had never studied at a university outside of the UK before and I had never visited Finland. MEL opened up my heart and mind to a lot of different people and ideas. When I arrived for the first intensive week in September 2018 I wasn't sure what to expect from Tampere, from the programme, or from my fellow students. It was 10 years since I had last studied for a qualification. I was a bit nervous about the whole thing on that very first day. I loved it all though: the city, the course, the teachers, and my classmates. I felt so incredibly lucky to be part of such a thought provoking programme with an exciting and interesting group of people.

All three intensive weeks brought new ways to enjoy the course and its related activities. During the first week I swam in a lake, tried Finnish food,

and stopped to really reflect on my assumptions about education for the first time. The second, in January 2019, was beautiful with snow and ice everywhere. This time I tried a smoke sauna and started thinking about emerging trends in education and how I could link these with my background in Psychology. By the time I attended the balmy third week in August 2019 I was just a couple of weeks away from starting a new job that I had secured thanks to what I had learned on MEL and I was actually getting going on my thesis and happily taking part in a group exam (something I never thought I'd be convinced by!) It felt strange that week to meet MEL19s and remember what it was like to be at the beginning of it all just 12 months earlier. That was also the week I embraced the electric scooter.

Fortuitously, MEL taught me how to do good online learning just in time for a pandemic that would force everyone to attempt online learning. I also chose a thesis topic focused on emotion and leadership which I finished just a month before the most challenging leadership scenario I'd ever faced. I still regularly think about the course and how it changed my perspective on education. When I feel challenged by something new, I think back to MEL and remind myself that some of the things I am now very committed to were things I once felt challenged by or dismissed. I don't know what more meaningful impact education could have on a person.

Neil Cunningham

Having gained previous educational leadership experience early in my career as a Head of Department for Physical Education, I aspired to study a Master's degree that would further enhance my knowledge and abilities in the area, whilst also allowing for contextuality. The scope and variety of the courses provided in MEL enabled me to not only develop my leadership skills, but also refine my understanding of many facets of education, finance, management and technology.

MEL actively promotes a collaborative culture of learning. The online learning environments and LMS enables the entire MEL cohort to interact with

each other, whilst reflecting and challenging the theoretical concepts in order to heighten our understanding. This co-operative approach allows us to share our own personal experiences and these invaluable anecdotes and consultations encouraged me to consider many different perspectives. Through this I have developed my open-mindedness and established a greater appreciation of emotional intelligence within leadership.

Through the Leadership Practices course, I have grasped a greater comprehension of a range of leadership theories. My awareness of my own leadership philosophy came to fruition as I aim to implement an honest, fair and approachable leadership style. Combining this with knowledge gained from the Project Management and Education Policy and Practice courses, I am more aware of the responsibilities associated with educational leadership as well as the importance of considering the vast array of stakeholders, cultures, policies and logistics that can influence and impact a leader when acting as a change agent.

Upon completion of the first full year of MEL, I have since been promoted to the position of Head of Grade in my current school in Dubai. This role requires me to lead a team of teachers to ensure that the academic and pastoral needs of the students in my grade are met. I feel better equipped for this role as I am more aware of the importance of developing effective learning environments, demonstrating open communication and managing conflict and how all of these can impact a leader and their team. MEL was instrumental in me obtaining this role as it has enhanced my qualifications and my CV, whilst also demonstrating an openness and willingness to pursue further professional development. MEL has also been vital in developing not only my knowledge, but my confidence and belief that I can fulfil the duties of an educational leader efficiently and effectively.

Beyond the Classroom

– How MEL Influenced our Careers

Charlotte Dawson and David Keating

Charlotte Dawson

Reflecting on my initial application, my inspiration to study a Master's Degree in Educational Leadership was an exploration of child-centred learning philosophies, with a focus on outdoor environments. MEL has enabled me to surpass this original goal, by facilitating skill development through mentoring at appropriate points. I believe that the success of this course is down to the excellent support - not only by tutors, but equally from students. The opportunity to interact with an international group of peers enabled critical reflection through quality feedback. For me personally, this has included the direct application of Change Management during my career progression as an environmental education specialist and also during the unit on Technology Enhanced Learning throughout the distance learning period.

The learning curve has not always been easy. My personal and professional development undertook a rapid progression during the first term. From navigating unfamiliar modes of technology, to conquering insecurities; such as how I would be seen as a pregnant teacher studying for an MBA.

Before meeting in Tampere, we were asked to record a short introductory video, which although seemed innocuous, stirred up what I can only describe as 'imposter syndrome'. However, the nurturing personality of university tutors soon allowed me to find that; questioning the status quo is acceptable, seeking collaboration is a strength not an admission of failure, and also that balancing family and studies is not an insurmountable challenge.

David Keating

The MEL program has had an incredible influence on my career as an international educator. As I moved to Dubai in the United Arab Emirates immediately after qualifying as a secondary school teacher, international schools and culturally diverse classrooms quickly became my norm. However, while schools in Dubai are international and culturally diverse, they tend to adopt similar working cultures. By being exposed to the first-hand experience of fellow educators working in a variety of educational environments ranging from Prague to Havana, my own ideologies around education were challenged, developed, and enhanced. This, combined with visits to various progressive Finnish schools and universities, became a
recipe for natural professional and personal development.

During my time in the program, I changed my role within education twice. While this seems like a stressful experience, I believe both moves were necessary in my growth as an educator and search for a career in which I found value and fulfilment. While many of the academic modules I completed in the MEL course helped inform my work in Dubai, others helped me identify red flags within my institutions, which drove me to seek out opportunities better aligned to my educational philosophy. I began the programme working in a for-profit private school, moved into an educational resource start-up company as a consultant and account manager, and have now returned to the classroom in a not-for-profit school in Dubai. As I approach a new teaching position and MEL graduation, I believe the program has broadened my knowledge of the global education industry but also helped me to identify where I can best contribute and grow within this.

Publications and opportunities

Over the course of September 2020, as part of the Key Assessment Task (KAT) for the Emerging Trends and Innovations in Education module, we co-authored the paper 'Looking in the Post-Covid Crystal Ball: Utopian and Dystopian Possibilities for Dubai Private Schools Offering Synchronous Blended Learning'. This text was based on our lived experiences in schools during the pandemic and took the form of speculative fiction. We originally set out to publish our article and it was created with this in mind. The time-line was as follows:

December 2020: Review of paper and formatting in line with conference parameters.

29th December 2020: Submission to TCC, Hawaii

24th February 2021: Acceptance of paper for presentation

15th April 2021: Conference presentation and 2021 Outstanding Paper award. We were also granted automatic acceptance for publication in the International Journal for Educational Media and Technology (IJEMT).

15th May 2021: Invited to join Episode #58: Silver Lining for Learning, Unpacking the Digitization and Datafication of Education: Thoughts from Finland and Beyond

Figure 1. Screenshot from Episode 58 of Silver Lining for Learning (2021), Unpacking the Digitization and Datafication of Education: Thoughts from Finland and Beyond

In the future, Charlotte plans to focus on environmental education in the UAE, alongside her role as Eco Lead at GEMS Metropole. David will continue to teach English in a not for profit school in Dubai whilst undertaking research in Humour Affordances in Digital Learning Environments (HAnDLE) with TAMK.

Promoting the Value of Social Elements of Blended Learning within Higher Education, On-Campus Communities

David Graham Smith

Abstract

The capacity of higher-ranking UK universities to deliver their programmes to greater numbers of domestic and international students is significantly increased by technology enhanced learning. The COVID-19 pandemic has forced a general acceptance of on-line learning and a recognition that there are other ways of doing things that are as good as, if not better, than face-to-face teaching. This leaves middle-ranking universities with the challenge of finding a unique selling point in a world of rapidly developing

learning technology and shifting social attitudes about what a good learning experience is. Campuses were once the hub of social interaction for educators and learners, but now fail to attract people outside their timetabled learning hours.

Learners appear to crave face-to-face contact with their peers and teachers but appear not to recognize that they are valued members of a learning community. Blended learning provides an opportunity to enhance learning through technology but also gives a chance for real world interaction. To be effective, learning community's participants need to be conscious of their own membership through regular affirmation.

Current models of curriculum design use retro-informed stakeholders to help create programmes of study which address the challenges of yesterday's world. Future ready curricula need to provide learners with a framework of learning that will prepare them for the unknown, to be productive world citizens doing jobs that have yet to be invented. As a development of connectivist models of curriculum design and the concept of rhizomatic learning, the metaphor of mycelial learning is introduced here that provides learners with the opportunity to shape the curriculum as opportunities in technological advancement and social change emerge.

Introduction

The importance of the social element of learning is becoming more fundamental to the survival of middle-ranking higher education institutes in the UK. This is because the capacity of higher-ranking institutes to deliver their high value on-line brands in international markets is greatly increased by technology enhanced learning. Middle-ranking higher education institutes in the UK need to deliver more than knowledge and skills, they need to provide the opportunity for learners to gain the social networks to develop their future professional and personal relationships. Strong communities are at the heart of developing good social relationships and are an essential element of connectivist approaches to technology enhanced learning.

The social element of higher education has long been recognized as an informal but nevertheless important reason for attending college or university. In times gone by when methods of immediate communication were not so available, undergraduates could expect to be isolated from their family and normal social circles at least until they desperately needed their laundry doing! In modern times, for better-or-worse, the caravan of family and friends is in full virtual attendance. Simultaneously, self-organised student communities such as unions, clubs and sports teams are becoming more professionalised, more exclusively self-identifying and less open to the just curious. It could be argued that the agency of learners entering higher education has been further eroded with the general extension of loco parentis into the adult learning environment. Introduction to campus communities has become formalised into highly organised induction activities, team building events and information blitzes; all squeezed tightly into the week before teaching proper begins.

Social networking communities that blur the distinction between pre-existing and campus-acquired social-sets are becoming stronger, making it more difficult to get immediate buy-in to new social groups from learners. Undergraduates are under more economic pressure, with most having part-time jobs and many remaining resident in the family home. Improvements in social inclusion at higher education institutes has increased the diversity of learning communities in terms of demographic and socio-economic profile. Under these conditions contribution to learning communities beyond that prescribed by the assessment criteria can be seen only as 'a-nice-to-have' but otherwise non-essential extra. However, surveys of undergraduates conducted at my own institution during the recent COVID-19 pandemic indicate that students miss the face-to-face social element of learning.

The UK National Student Survey shows that there is a perennial problem with students believing they are part of a community and feeling represented (NSS 2020). Over the last five years, seldom more than 60% of final year students in the UK feel that they belong to a learning community and only 50% felt that they are represented effectively by their student union (NSS 2020). If final

year students do not recognize that they belong to a learning community and feel powerless to influence their learning experiences, then have we failed to design future-ready blended learning curricula? This paper seeks to explore the opportunities to develop stronger social engagement with blended learning communities and promote participation of learners in their own education, through the judicious application of technology enhanced learning.

The future of higher education heads to a technology-enhanced world

The number of universities in the UK increased massively in the 1990s, as technical training institutes were permitted to assume university status (Smith & Seijo Marks 2021). This increase was in response to the oddly colluding egalitarian ambitions of Labour governments and the marketisation philosophies of Conservative ones. This created a demand for higher education, which once satisfied domestically was then promoted internationally. The demand was fueled by the perceived value-added of a university education to career attainment and was funded by the soft-student loans available to most qualified candidates. Technology enhanced learning threatens this business model because the higher education curricula cannot adapt quickly enough to remain relevant to future employers and so the long-term financial benefits of a self-funded university education is diminished. Furthermore, as the desirability of overseas travel becomes less attractive from an environmental and global health perspective the feasibility of flying-faculty models of transnational education becomes weakened, as does the mass recruitment of visiting international students. Unless the middle ranking higher education sector can think of something significant to do with itself in the technology enhanced world, it is likely that there will be a rapid contraction in the higher education sector in the coming decade.

The growth in academic architecture across the UK over the past 30 years has been remarkable, every city boasts at least one university, but technology enhanced learning has reduced the utility of these gleaming citadels of learning. Whole floors of libraries are now dedicated to furniture storage

and the occasional event. You could equate the growth in academic architecture with the growth in ecclesiastic architecture across Britain in the late 1800s, followed by a collapse in congregations in the 1970s.

One way that higher education institutes can succeed in a technologically enhanced world is to improve the value of face-to-face attendance on campus, not just for lessons but also as part of everyday life. Another way is to give people a means of showing that they belong, and can recognize others that belong, with the aim of creating a conscious learning community that is aware of its own existence.

Conscious learning communities

We belong to a community because we recognize and are recognized as having the required criteria to be included. Communities are defined as much by exclusion as they are inclusion, they represent an enveloping membrane that defines a group of people who seek some common benefit in some level of cooperation and have some demonstrable trait that identifies their membership. Does the body of learners, educators and administrators that constitute a higher education campus necessarily constitute a community just by virtue of the institute's existence? Or does there have to be some effort to let people know that they belong to that bubble? It is clear from the NSS results that for many soon-to-graduate learners' awareness that they belong to a community has come as a surprise to them; it simply may not be part of their lived experience. What needs to be created are conscious communities whose members are cognizant of their own membership.

Humans are one of only ten species on earth that exhibit self-awareness as demonstrated by the mirror test (Amati, 2020). However, individuals show variety in the depth and character of this awareness (Eurich 2018)

and self-awareness in humans is not fully exhibited until around 5 years of age (Rochat 2003). Presumably a similar mirror test must operate at community level; an individual must recognize themselves in the reflection of

the group. To many freshers, the campus communities they are supposed to feel a part of, do little to welcome them. Induction events are peppered with dire warnings about how to get thrown out. Plagiarism, academic conduct, poor attendance, poor academic performance can all see you sent home by Christmas; the only real welcoming ceremony is graduation. The mirror is on the back of the exit door.

The contribution of blended learning to the development of on-campus communities

Blended learning is a term which is used frequently in higher education to describe a mixture of approaches within the same learning context (Hrastinski 2019).   At one end of the spectrum, it simply can represent a digital repository of the learning materials used in a face-to-face environment (Bonk & Graham, 2005), at the other it can refer to an integrated face-to-face and on-line experience where thought is given to using the most appropriate learning tools for the job (Garrison & Kanuka 2004). Where educators and institutions place themselves on this spectrum is coloured by many factors, not least of which is nostalgia for what they experienced themselves as learners (Rasheed et al. 2020). There is a tendency to view face-to-face learning as better just because it is established practice (Lightner & Lightner-Laws 2016). More fundamentally at an institutional level, as blended learning transcends to fully on-line learning, higher education institutions struggle to find a place for themselves in a technology enhanced world. Promoting the value of face-to-face learning above on-line learning becomes central to their very survival, whether it makes pedagogic sense or not.

The social element of learning remains fundamental to the survival strategy of many higher education institutes, but are face-to-face social interactions always better than virtual ones? Some research indicates that experience of digital learning enhances social skills and may facilitate better face-to-face engagement (Irshadullah et al., 2018). As time passes, the collective lived experience of educators is shifting toward an increased familiarity of enhanced technology that is more like that of learners. As time progresses, teachers'

brains are becoming more like those of learners as their experience of the technology-enhanced world becomes more immersive. However, the old guard continue to set curricula and predict the future using only their own experience as a weatherglass.

Technological enhancements of learning offer many quantitative advantages in both physical and virtual learning environments (Hamburg et al. 2003), both to learners and teachers. The array of digital enhancements can make learning more efficient in many ways including increasing the student staff ratio, increasing the depth of learning, facilitating the integration of distant learners, reducing barriers to inclusion, and reducing the risk of hazardous skills acquisition through simulated experiences (Bates 2019). Integration of virtual learning interfaces into the physical campus space has necessitated adapting traditional campus architecture to facilitate this; libraries are becoming smaller and lecture theatres becoming redundant. However, most digital enhancements reduce face-to-face social interaction and are designed to insulate individuals from the immediate social ambience; virtual reality headsets are a good example of this.

Qualitatively, the value of technology enhanced learning may be more difficult to define because the human relationship with technology is often over simplified (Bayne 2015). The technology to facilitate distant interaction between learners and educators has been available for many years (Weller 2020), but it was only when COVID made this the only viable means of carrying-on that there was a wholesale shift away from face-to-face teaching. We are still ready to get up early, travel in hordes, brave the weather, just to sit together to listen to another person who has endured the same ordeal, tell us something from a PowerPoint they could have just posted on a learning management system. Being there and being seen to be there is valued by both learners and educators. The on-line experience means we can have an extra hour in bed, get to rewind, pause, and fast forward the lesson, but still, we prefer to meet face-to-face; attendance seems to matter.

Emerging pedagogical models and their influence on the social elements of learning

The modular nature of higher education curricula in the UK are predominantly aligned to constructivist pedagogical models which can result in an assimilative learning experience (Wilson 2021). Written curricula emphasise individual attainment of defined learning outcomes which often actively penalise collaboration and encourage a competitive atmosphere among learners. Curricula elements which promote community inclusion often occur either by awkward bolt-on adaptations placed within modules or extra-curricular standalone embellishments. The golden thread of community is difficult to create within these atomized curricula.

The commitment to constructivist models of curriculum design within higher education institutes is deeply ingrained. How will this design adapt to a future when 65% of jobs have yet to be invented (Sander 2017) is highly uncertain. Connectivist pedagogy models are at the forefront of contemporary curriculum development approaches (Salmon 2019; Siemens 2017). At the heart of these models is the aspiration to promote egalitarian learning communities, where the boundary between educators and learners are dissolved to near invisibility. Enhanced learning technology is at the heart of the delivery of these approaches (Castañeda & Selwyn 2018).

Rhizomatic models have been proposed as a pedagogical approach to adapting curricula to an unpredictable future (Advance HE 2021). They use a botanical analogy to describe an organic curriculum which responds to changes in educational opportunities formed from technology advance and social change. At the risk of over-thinking the botanical metaphor here, rhizomes are a structure that are sent out from the centre to explore the proximal environment. Rhizomes need a plant to grow from, and the plant is not going anywhere. These models fit well around conventional campus based pedagogic models where architecture can respond to changes in fortune by repurposing facilities or retrenching faculties, but these pedagogical models are less satisfactory when the security of the centre is undermined by a seismic shift

in what knowledge is and the limited shelf life of acquired skills. The Cynefin Framework (Snowden 2010) attempts to map uncertainty by establishing a hierarchy between novel, best, good and adaptive practice; enhanced technology probably negates the need for the middle two phases, whilst many higher education institutes propose not to venture beyond best practice.

The novel term mycelial models of curriculum design is coined here as a metaphor that may be more appropriate for ensuring the future of higher education campuses than current constructivist designs. In this metaphor (Figure 1) the mushroom (curriculum) grows from the mycelium (learning community) made up of exploratory hyphae (learners and educators). Conventional models of learning are turned on their head, with learners telling educators what they need to learn, and educators facilitating the development of the institutional capacity to deliver this. There are a few universities around the world that could be described as having applied mycelial models, Roskilde in Denmark for example (Roskilde University 2021), where all learning is done by problem solving and the campus is designed to support this exploration.
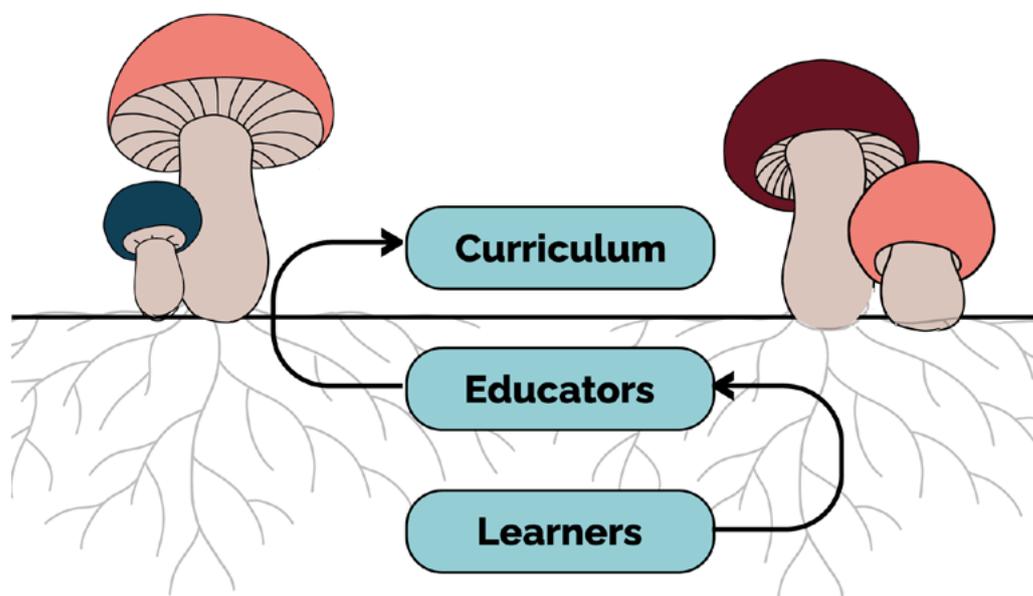

Figure 1. Mycelial models of technology enhanced curriculum design
(The British Mycological Society; Smith 2021)

The process of curriculum design in higher education in the UK involves a consultation stage with stakeholders, such as current students, employers, and professional bodies. As degree programmes are 3 to 4 years long, there is little time for changes made in previous reviews to bed-in before the next review is scheduled. Consequently, programme review changes tend to be cautious, wholesale review of curricula for most programmes does not occur more than every 10 to 15 years. Technology progresses at a pace that far exceeds the ability of the existing system of curricula review to keep up. New methods of quality assurance are required if higher education programmes are to remain relevant, mycelial models of curriculum design may offer a pertinent approach.

A manifesto for mycelial curriculum design

The mycelial curriculum model aims to design programmes of study that can respond to emerging trends within education, society, industry, and global economy. It recognises that learners are at the forefront of experiencing new technology and social change so are more sensitive to their own educational requirements than representatives appointed by institutions.

Educators need to be led by the requirements of learners and be ready to adapt programmes of study that satisfy these needs. Institutions need to provide facilities and campuses which inclusively foster the educational and social needs of conscious learning communities.

Campuses need to provide space for conscious learning communities to be educated, socialise, and thrive. They need to provide the conscious learning community with an environment which is an appealing place to be. Central to the promotion of mycelial curriculum is the development of conscious learning communities which support learning in a blended environment.

Supporting conscious learning communities in blended learning environments

Create visible communities

Conscious learning communities need to be visible and new members need to know that they are welcome to join and free to contribute. Provisional encounters of learners and educators should centre around building appropriate social connections, not around establishing awareness of rules and regulations. Induction events need to provide authentic encounters between learners and their educators. Induction events are often presented by specialist teams with a set repertoire of ice breaking activities, sometimes these teams are contracted into the event and do not even belong to the community themselves.

Creating emblems of community membership can help learners recognize other members of their community outside the immediate learning context. This can be as simple an intervention as producing community themed merchandise.

Integration of social media, learning management systems and administrative portals

Conscious learning communities within blended learning environments need seamless connections to social media platforms. These platforms should be set-up, moderated and managed by learners themselves, so as to remain cognisant of current trends in preferred media platforms. Educators may choose to belong to some of these platforms, or opt out where their presence may inhibit frank debate or be seen as intrusive.

Learning management systems and administrative portals need to be better integrated so that learners and educators can navigate more easily between them. The view of these systems often differs for learners and educators, so educators can not see what the learner sees, creating barriers to effective communication.

Creating functional social space optimised for face-to-face communication: Campus spaces need to be designed or modified to priorities face-to-face communication and maximise the opportunity for informal and happenstantial socialisation. Particular attention needs to be paid to the ambient acoustic environment to facilitate normal conversation. Awareness also needs to be given to the arrangement of furniture to allow people to circulate freely in social spaces without invading the personal space of individuals.

Valuing community members

The achievements of individuals and groups within the community beyond academic achievement need to be noted and celebrated. Where members do not achieve academic expectations or decide to move on, their contribution should be acknowledged with them privately so that they feel a valued member of the community.

Reaffirming membership

Conscious community membership is a journey over several years of study, it is more than a beginning and an end. Opportunities to reaffirm membership, celebrate progression and support flagging members should be embraced at the natural hiatuses within the programme of study.

Learning Events

Time on campus needs to be significant, memorable and not just about attendance. Face-to-face activities should add palpable value to the learning experience. This will probably require a major overall of timetabling systems so that learning experiences are not fragmented along modular lines but are integrated programme experiences over shorter but more intense periods of face-to-face study.

Using the most appropriate tool for the job

Careful attention needs to be paid to the method of delivery of learning material. Learners should see the value-added of coming on to campus and appreciate why this approach was used as opposed to on-line methods.

Making campuses want-to-be places

Campuses need to be attractive places to be. As well as centres of learning they need to offer facilities which keep learners and educators on campus beyond teaching hours. Good quality affordable food outlets, art and cultural events and other social activities need to attract community members and visitors to campuses to create an all-hours vibe.

Conclusions

The advent of on-line learning facilitated by technology enhanced education offers many opportunities to improve the depth and efficiency of learning. Social elements of learning can be delivered through social media platforms, but the face-to-face element of community activities continues to be one of the strongest benefits of blended learning.

Higher education institutes in the UK that have enjoyed a period of rapid expansion over the last 30 years, now face a challenge of staying relevant. The future of middle ranking higher education institutes is now under serious threat, and a contraction of the sector is likely over the coming decade. Opportunities exist to strengthen conscious campus communities and to design future ready curricula which promote the value of blended learning experiences. These require a significant re-think about the way curricula are developed and adapted, as learners become aware of future challenges to their social and economic prospects.

This paper has presented some ideas for revolutionising curriculum design to a learner led model, referred to here as a mycelia framework. This is

a bottom-up model, in which students determine what they need to learn as they experience the technology-enhanced world, educators provide the support for the development of these attributes, and campuses actively adapt to facilitate the required provision. This model recognizes that the senior academics and administrators that drive curriculum design are likely to be the least informed about emerging technological enhancements, and a more grassroots approach is required.

In the post-COVID world the possibilities of more on-line learning within teaching programmes have reduced the demand for traditional on-campus learning. Economy of scale allows universities with higher value brands to expand more rapidly. The mass migration of British polytechnics during the 1990s away from advanced technical training into academic education is set to start receding, unless these middle ranking institutes can find a new role for themselves in providing blended education to a technology enhanced world.

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Transformative Digital Communities Through Participatory Pedagogy

Jamie Walker and Daniel Warner

Abstract

Due to the COVID-19 pandemic an international school in Brazil has been operating a hybrid timetable online since March 2020. To better suit online learning, the school changed from a 5 to a 6-day rotation in January 2021. This, combined with the cancellation of IGCSE exams in Brazil due to COVID-19, created significant independent time for Years 9 and 10 (ages 14-16).

Tasked by the School Principal to transform this challenge into an opportunity, the authors drew on the architecture of Salmon's 5-Stage Model to change a key event in the school's calendar from a face-to-face to an online event. Coaching a cohort of six learners, the authors facilitated a structural change in the event, from one designed on behalf of the students to one designed by them.

The authors sought to determine how far theories of Digital Critical Pedagogy, Pedagogy of Freedom and Social Capital Theory could act as praxis for these six learners, affording them opportunities to learn in ways transcending disciplines, generating interpersonal and community trust and capitals as a transformative digital community over a six-week project cycle.

Introduction

Using a narrative approach, this paper describes how Year 9 and Year 10 learners in an international school designed, organised and implemented an online version of the school's traditional end-of-year Inter-House Festival. The narrative aims to show holistic experience and to mirror the receptive and relational nature of relationships between participants and facilitators (Noddings 1984). By being active decision and meaning-makers each of the 5-Stages and responding to challenges as a self-determined network, students were able learn in such a way as to reorganise their understanding of themselves (Illeris 2009 in Illeris et al 2009) generating knowledge between them not often seen as part of the curriculum (Noddings 1984; Freire 2000).

Discontinuity as catalyst for Transformation

Due to the COVID-19 pandemic, heightened focus has fallen upon the importance of Social Emotional Learning (SEL) as a key part of education. It has taken a pandemic to "make the value of SEL evident to all." (Garcia & Weiss 2021.)

As physical isolation has become a norm so has the way in which socialisation has been defined (Srivastava, 2020). Teachers previously familiar with in-school learning have been asked to turn to online instruction to educate the approximate 1.4 billion learners affected by the pandemic at its peak (UNESCO, 2021) calling forth the existential question: what does it mean to be a teacher? If the pandemic is viewed as catalyst for the rupture of how teaching is conceptualised (Foucault 1972; Lee 2020) it could be argued that this transformation represents one of the 'most radical' ruptures to the discourse of what teaching is (Foucault 1972; Lee 2020).

Educators worldwide have broached the dichotomy of their own isolation and needs alongside rapidly digitising their practices. Pettersson's (2020) adaptation of Engeström's Cultural, Historical Activity Theory (CHAT) (Engestrom 1987 in Illeris et al. 2009) alludes to how recognition of rupture can lead to new architectures of practice:

Learning Levels	Examples of Change
Learning I	Digitalization as very small-scale implementations of new digital tools supporting previous practices
Learning IIa	Digitalization as implementation of new digital tools supporting previous learning practices without changes in learning practices
Learning IIb	Digitalization as implementation of new digital tools with development of new teaching and learning practices
Learning III	Digitalization that includes new ways of teaching, working, and organizing the school organisation, including its form and structures

Table 1. Pettersson's Learning Levels in a Digitalized School Context (Inspired by Engeström 1987)

Paraphrasing Foucault, we define Digital Transformation as a means to construct new meaning using digital tools in the "unfinished totality of the present" (Foucault 1972). Since present and future are unfinishable, digital transformation initiatives become wasteful (Tabrizi et al. 2019). If digital transformation requires new discursive practice (Foucault 1972), new forms and structures (Engeström 1987; Pettersson 2020), what should those new forms and discourses be?

Human Discourses of Digital Participatory Pedagogy

Digital transformation refers to change in people, not technology (Frenziewicz & Chamorro-Premuzic 2020), thus Mezirow's definition of Transformative Learning as "the process by which we transform problematic frames of reference […] to make them more inclusive, discriminating, open, reflective and emotionally able to change." (Mezirow 2006 in Illeris et al. 2009) offers a useful staging post here, given its hermeneutic nature. As such, digital transformation can be understood as the ways in which people go about making new knowledge and uses of technology as a result of critical reflection about the assumptions that drive its use.

If digital transformation calls teachers to question how they exist as teachers (Biesta 2020), then to be successful in a new, online environment, teachers must go through the process of reinvention themselves with a genuine focus on care for the people teachers work with (Hooks 1994). Transformative digital learning emerges as a consequence of the community working ecologically to build one another (Hooks 1994), with the teacher critically conscious of the 'I'-ness of each student and helping the student transform themselves (Biesta 2020).

Salmon's 5-Stage Model was chosen as a framing architecture for its transformative, humanistic potential. Its dual physical and psychological dimensions (Salmon 2013) helped reduce interpersonal isolation among participants, as the authors had experienced as University students in online, distance learning programmes, where students make meaning collaboratively in a framework of 'networked heutagogy' (Hase & Kenyon, 2000, 2016; Curcher 2019). The products of such networks could be seen as cultural and social capital (Bourdieu 1986). The inter-house project aimed to generate increased social capital between participants, in particular those of trust and communal vitality (Bourdieu 1986; Siisiäinen 2000).

The 5-Stage Model's absence of predetermined outcomes made it a suitable means to funnel Freirian praxis (1970), Noddings' (1984) and Hooks' (1994) notions of joy and as a mechanism for students to change themselves and

their constructions of meaning (Biesta 2020, Foucault 1972 & Mezirow 2006 in Illeris et al 2009). Since the students are more important than the content (Noddings 1984), the role of the teacher is one of facilitator, coach, mediator, (Hase & Kenyon 2000, 2016; Curcher 2019,)
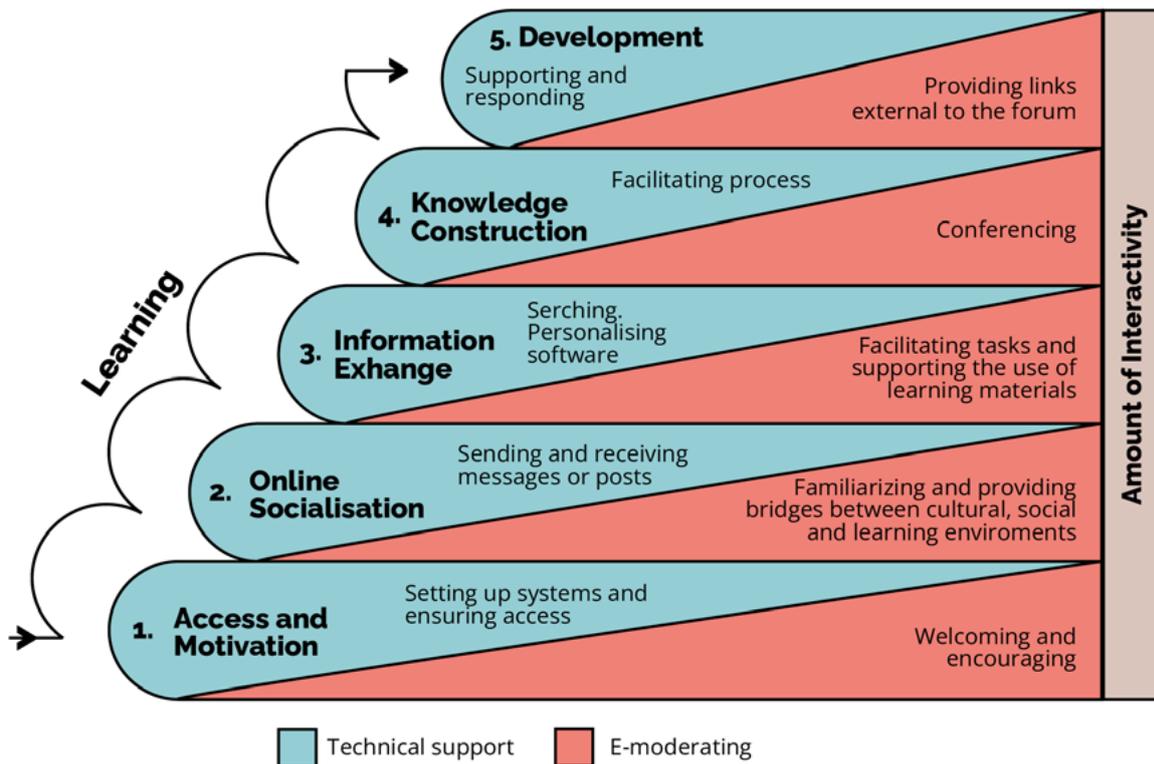
Figure 1: Salmon's 5-Stage Model (2013)

Access and Motivation

The authors had until Monday April 26th 2021 to prepare materials to introduce the proposal to the Year 9 and 10 students, as well as to lay foundations of a safe space for minors to practice networked heutagogy. (Hase & Kenyon 2000, 2016; Curcher 2019) Given that all students in the school already used Google Suite Learning Management System (LMS) this accelerated Salmon's (2013) question of access. Additionally, Miro and Menti, platforms that many learners had used previously in academic classroom contexts and that connect via their school Google accounts were used to promote "a sense of belonging in online learning" (Thomas, Herbert & Teras 2014).

The authors introduced the proposed project to the Year 9 and Year 10 learners on 26th April 2021, via a set of Google Slides shared in newly created Google Classroom, alongside a synchronous Google Meet video call for all Year 9 & 10 students. The authors marketed this event to Year 9 and 10 learners and their parents in advance via letter, welcoming all students to take part should they wish, whilst signposting the ways in which the school was seizing opportunities with time to parents.

During this first session, the authors clearly signposted language reflecting the tenets outlined by Morris & Stommel (2014), to show students that they were trusted by the supporting adults (Hooks 1994; Hasinoff 2018) and that the adults were not experts, instead learning themselves as subjects by working with the students (Hooks 1994; Freire 2000, 38) so that students involved could reach their own "epiphanies" (Morris & Stommel 2014) with "forms of knowledge that are seldom part of the curriculum" (Freire 2000, 38.).

Socialisation

The second synchronous session (May 4th) focused on Stage 2: Online Socialisation (Salmon 2013). In using the Miro, learners were able to interact with each other collaboratively on a massive scale, building meaning and ideating with one another. Adults involved coached, using the 'sticky-note' function in Miro to ask follow-on and subsidiary questions in order to encourage deeper thinking from the learners, leading students to their own reflection-action praxis (Freire 1970.).

Information Exchange

As a result of the two sessions spent in Stage 3: Information Exchange (Salmon 2013) a group of six learners shared a desire to take on a clearer leadership role with facilitators and to turn the ideas shared in the Miro into a tangible end product, indicating that the model was helping to call forth the 'I'-ness in some students (Biesta 2020). This group also asked for a Google Hangout to be set up for asynchronous messaging between

students and facilitators to more easily share ideas and to reach out to staff when video conversations were needed, indicating that these six people were furthering their praxis (Freire 1970).

As Salmon's Information Exchange Stage culminated the learners began to transform their conceptualisation of the project. As the final inter-house product became more feasible and real, so too did the realisation that the focus of the work was shifting from asking questions of 'why' or 'what', but instead, 'how' to bring the information together. This existential shift, from 'what do I want to do?' and 'why do I want to do it?' to 'how might I do what I want to?' shows that calling the 'I'-ness of oneself into the world is interruptive (Biesta 2020).

Knowledge Construction

As learners realised their work had a greater focus on 'how', they sought to organise the different aspects of their learning into a Shared Google Drive, so that they could interact with one another collaboratively. This can be seen as reproduction of capitals within the group, since all the group members felt that their work was contributing to benefit the group itself (Bourdieu 1986).

The focus of the sessions with students on May 20th and May 28th was making sure that the leading students had time and space to work on Stage 4: Knowledge Construction. The authors opened Google Meets for synchronous conferencing during these slots; however, they were mostly unused, with students assured in their own knowledge construction and time use, occasionally dropping-in for support via either Hangout or Google Meet call. Choosing when to seek advice and feedback from adults indicated a change to the group's cumulative transformations (Mezirow 2006 in Illeris et. al 2009) and also of the mutual trust between students and facilitators (Hooks 1994).

The learners also showed creative responses to bringing the community together in an online environment. In transforming the 3-team inter-house

festival into an online domain, students had to critically reflect on the ethical considerations of game usage; not just which ones to use for safety reasons, but also how to communicate the ideas to students and adults, some of whom are digital novices. They solved this imaginatively in their guiding documents for staff, showing that creativity was a strong part of them as thinkers at this point (Noddings 1984).

In communicating with other students, the Leadership Team determined the size of their participating audience, which events were being taken part in by their peers and how they could finalise the schedule of their final project. Including the Year 11 Sports Leaders, the group had captured the interest of 114/209 (55%) Secondary School students in the month since beginning the project. This was always framed as optional, in keeping with the participatory nature of the project.

Development

On Tuesday 15th and Wednesday 16th June 2021, the six learners who had taken on the leadership role for the Inter-House Festival delivered their final product as a series of online games, hosted over the school's Zoom account. They were able to achieve this due to the collective uptake of the events they had provided for the school community, along with the clear instructions they provided for staff.

In the post-event reflection, the six student project leaders shared with the authors that they considered the event successful, due to the positive community feedback that they received, alongside their collective feelings of pride and joy (Noddings 1984; Hooks 1994), at both being and creating on behalf of their school community. This could be considered to be phenomenological evidence that lasting social and cultural capitals and trust are the essence of the phenomena (Bourdieu 1986; Siisiäinen 2000; Husserl 2013).

This analysis shows that Salmon's 5-Stage Model (2013) is an appropriate pedagogical architectural frame for digital projects that eschew predetermined

outcomes. In looking backwards at their collective and individual progress, these six learners expressed surprise at the progress they made over the duration of the project cycle. In addition, they were forthcoming in sharing that they came to conceptualise the final product as they were developing their knowledge and understanding, indicating that they were successful in marrying their own reflection-action praxis (Freire 1970) with the 5-Stage Model.

The final project was also successful in showing that the 5-Stage Model is one conducive to fostering learning that matches the 6 theses of Digital Critical Pedagogy (Morris & Stommel 2014). To achieve this, though, required a significant time commitment from both the six student leaders who took on the project themselves, as well as from the authors. This was time afforded as a consequence of the school's online operating mode which would not have otherwise been available. The small working group, learner-led decision making and self-determined use of digital tools show a meaningful digitalization of the Inter-House Festival took place (Engestrom 1987 in Illeris et al. 2009; Pettersson 2020).

In line with hermeneutic, interpretivist epistemology the authors reinforce the lack of replicability of the study. Whilst this project was a successful means to produce cultural and social capital, as well as a means to call out the I-ness of the six lead learners (Biesta 2020), it did so only for these six. The remaining students of Years 9 and 10 were not engaged with the 5-Stages of knowledge construction, instead with the final product of the event. This mode of operating, using digitalization as a means to transform a previously in-person cultural and social capital event gave rise to new structures of learning, in new forms (Engestrom 1987; Pettersson 2020).

Conclusion

This paper has explored the ways to construct new meaning using digital tools in an international school context. With the Covid-19 pandemic representing a significant rupture in how teaching and learning are conceptualised and organised (Foucault 1972; Lee 2020) we have shown that Salmon's

5-Stage Model (2013) is an effective architecture for creating meaningful learning, on the proviso that learning is developed in a participatory manner with students and that outcomes are not predetermined. We recognise that this is a departure from traditional pedagogies, which we consider a success, as a means not to "return to the unities that we pretended to question at the outset" of the pandemic (Foucault 1972).

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Nobody Home? The Public School Nation

– Home Schooling Policies and Attitudes Towards Home-Based Education in Sweden

Aminah Davidsson

Introduction

Like many Scandinavian countries, Sweden is well known for its education system and its strides to provide high quality, equal education to all Swedish children. Historically, education in Sweden has been highly valued in general and the public school system specifically so. Even though the education system has always been open to scrutiny, very few people actually questioned the totalitarian position the Swedish government takes by making elementary school mandatory for all children, making other forms of education, such as home-schooling, illegal. 1842 marked the beginning of the mandatory school system that we see today even though, up until 2011, education outside of the school was still possible (Villalba 2009). As part of educational leadership, it is important to have a wide understanding of the processes behind policy development by looking closer at its origin, goals, impact and consequences

(Bell & Stevenson 2006). In light of this, through a critical analysis, this essay aims at looking closer at the historic processes leading up to the new school law in 2011 to shed some light on some of the possible reasons why Sweden has a negative approach towards home-schooling (The terms home-schooling and home-based education, here refers to the active choice made by parents and guardians to provide education to their children themselves.) Furthermore, this essay will problematise this approach related to laws of human rights and the possible pros related to home-based education. Finally, a brief comparison with Finland will be made.

History in light of Educational Policy Theories

Educational policies are shaped by their historical, political, economic and cultural contexts (Bell & Stevenson 2006). Historically, home-based education has been widespread in Sweden for hundreds of years, and it was still prevalent up until the late 1800s (Litsgård 1995, as cited in Villalba 2009). Connected to the industrial revolution in the 1800s, Swedish society went through major changes, which led to new demands and needs. In addition, there was a population boom, which called for an urgent need to control the masses (Wästerfors 2019). One response for the many societal changes occurred in 1842, whn the national legislation on compulsory education and school attendance in Sweden was introduced. The initial idea behind this legislation was to reduce child labour (Eriksson 2019), connected to the upsurge of human rights ideas. With the industrial revolution and population increase, education was also closely linked to theories of human capital and what knowledge and skills were needed in the labour force as well as how to control it. With adults working outside the home, there was an increased need to organise education for children. Education during this time had a conservative approach, focusing on preserving the status quo, maintaining social stability and 'transmitting' societal values, beliefs and traditions (Jones 2013). According to Bell & Stevenson (2006), education policy and formal education are political as they are closely linked to the power of who decides, what is decided, who benefits, who pays and what is the purpose of education (Bell

& Stevenson 2006). Thus, the legislation in 1842 can be seen as a response to the needs and perceptions of Swedish society at the time.

The 1900s, also referred to as the public school century, mark the major development of the public school system. During this century, Sweden was democratised and up until 1976, mainly led by a Social Democratic government. In 1936, Per Albin Hansson, the Social Democratic prime minister, coined the words det svenska folkhemmet, (loosely translated to the Swedish people's home), referring to a vision of a welfare state built on social reforms for ALL people (Hadenius 2019). Interestingly, this vision can be seen as enforcing ideas of equal education for ALL Swedish children, based on equality, fairness, democratic rights and social justice, supported by the themes behind educational policy development, by Bell & Stevenson (2006).

During the 1950s and 1960s, more changes in the family structure arose as many women joined the workforce, marking the end of the housewife role which was prevalent between the 1930s-1950s (Hadenius 2019). Suddenly, the need for child care was even more urgent. In 1962, the foundation of the mandatory elementary school, called Grundskolan, was laid. According to Arnman et al. (2004), the ambition of Grundskolan was to offer a more accessible and attractive school, helping to fade out the social class differences in society. The state was to bear the responsibility of making sure all Swedish children got an educational foundation and could take part in the society (Åström 2016). This trend can be connected to the ideas of human capital mentioned above. It can also be seen in the light of liberalism, trying to develop all individual students and the specific individual skills of inquiry and decision making skills that the society called for (Jones 2013). Moreover, the trend of lesser emphasis on the family and greater emphasis on the individual, can be seen as a shift from previous values of what was considered best for the collective society, the public good, to now cater more for what was best for the individual, the private good (Åström 2016).

During the 1970s, the word valfrihet, (freedom of choice), entered the school debate, resulting in the skolpengen (school voucher), which meant that

families could freely choose schools for their children. The 1980s marked a prosperous time for the public school system. During this time, the quality of education was high, as well as its equity connecting it to ideas of the critical orientation by aiming for a more equal and better society (Jones 2013). However, winds of change were coming on the political arena and in 1989, as decentralisation of the school system was voted in by the government. During this time, the term 'knowledge' started to become politicised, building on a quote from kunskapsuppropet, stating: "Knowledge is power. Power to the people is democracy. A school in favour of democracy is a school in favour of knowledge. Therefore, we advocate an education where knowledge is at the centre" (Hultén 2019). This new way of viewing knowledge correlates with the post-modern orientation of co-creation of knowledge (Jones 2013).

In the 1990s, Sweden entered the biggest financial crisis since World War II and went through numerous different school reforms led by four different governments (Hultén 2019). Collectively, this led to the major crisis in the school system in the 2010s.

Current Laws and Regulations

In 2011, the new school law SFS 2010:800 was introduced. As a result of this law, home-based education became almost entirely illegal except under 'extraordinary reasons'. The ruling related to home-education is found under, "Other Ways of Fulfilling the Compulsory School Duty", in 23§ of the school law SFS 2010:800, stating (author's translation): "A child bounded by the school duty can be given the right to complete the school duty in a way other than stated in this law. Permission can be given if"…"there are extraordinary reasons" (Riksdagsförvaltningen. (n.d.). Skollag 2010, 800).

In reality there is no mention of home-schooling in the school law. Instead this can be found in for example, an OECD report where it states: "Compulsory school attendance also means that home-schooling, as a main principle, is not allowed in Sweden" (Ministry of Education and Research 2016, 4).

Additional explanation of the meaning of 'extraordinary reasons' can be found on the website of The Swedish National Agency for Education. Here the agency separates the rulings for children entitled to 'special teaching' due to illness or anything similar and the children who want to fulfil the compulsory school duty 'in other ways' due to 'extraordinary reasons', such as film recording or temporary staying abroad. Permission is only given by the principal, one year at a time and the decision cannot be appealed against (Skolverket 2020). As for ideological or religious reasons, they are not considered as 'extraordinary reasons', based on a court verdict in the Supreme Court (Dagens Juridik, 2013, as cited in Åström 2016).

Sweden has also agreed to follow the laws related to human rights stated by the UN and EU. According to the Universal Declaration of Human Rights, article 26:3: "Parents have a prior right to choose the kind of education that shall be given to their children" (United Nations 1948). And, according to European Convention on Human Rights, article 2 of Protocol No. 1:

> *No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions. (European Court of Human Rights 1950)*

A Framework for Analysing Arguments Against Home-schooling

As part of the possible reasons why Sweden has a negative approach towards home-based education, the framework of Anne Åström's (2016) analysis of the home-schooling debate in Sweden, will be used. She distinguishes four categories, the child and the family, the place of the home in the society, the place of the school in the society and finally the foundation of the society (Åström 2016). These categories can also be connected to values, as they act to determine policies. In that way, policies are not value neutral and according to the pluralist model, the government is using democratic processes to establish policies that are founded in the values of the majority (Bell &

Stevenson 2006). So, what reasons can be found in the process leading up to the new school law, as it clearly limits parents' previous right to choose to educate their children themselves?

Why Does Sweden Have a Negative Approach to Home-schooling?

As one of the main parts of this analysis is to uncover the reasons why Sweden has a more negative approach towards home-schooling, the analysis will focus on the arguments against, linking them to the historic processes. From the perspective of the child and the family, the arguments are linked to every child's right to an education and socialisation where the child is placed at the centre and not the parent (Pavicic & Tomasson 2010). This can be seen in the historic policy development, gradually focusing more on the individual, moving from a conservative, to a liberal, critical and finally, a post-modern orientation. Based on the compulsory school duty, it is not only the child's right, but also the child's responsibility to attend school and it is the family's responsibility to support him/her. In this sense, it is argued that home-schooling does not fulfil this duty.

From the perspective of the place of the home in the society, it is argued that the home is not able to provide the same standard as the school in terms of equipment, premises and material (Romanowski 2001 as cited in Åström 2016). It is also argued that the home is not offering an equal opportunity for the child to acquire knowledge related to for example: sex education; swimming; democracy; human rights and religious tolerance (Åström 2016). It is feared that the child will not receive the knowledge of the status quo and the school will have less insight into the child's life and learning, giving evidence to policy development based on the values of the majority as well as state control. This links to ideas of who is in power to decide what constitutes important knowledge and not, as well as who is entitled to convey it. In light of the historic context, the place of the home and the position of the parents have gradually been reduced, enabling this change.

In terms of the place of the school in the society, it is argued that the school and the government is most suited to organise and conduct education as they are believed to have the best competence and ideological perspective (Åström 2016). Based on this, the whole school apparatus is an argument against, as parents are not looked upon as equal to teachers. As the school is also part of the socialisation process and of developing a national identity, it is thought that the home-schooled children will be isolated from society (Eriksson 2019).

As part of the foundation of the society, attitudes against home-schooling are also connected to the fear that it will lead to a more segregated society, preventing integration in an increasingly multicultural society (Pavicic & Tomasson 2010). Again, this is based on the child's right to socialisation relating to ideas of inclusiveness and national identity. Furthermore, this is connected to ideas of human capital and what type of citizens are wanted and needed in the society. Sweden is seen as a group oriented culture, traditionally seeking "to provide comprehensive welfare services through the state" (Bell & Stevenson 2006, 30). Thus, the implementation of the compulsory school, can be seen as serving ideas of the welfare state and the public good, and it is believed that home-based education jeopardises this.

A Comparison

Contrary to Sweden, Finland has läroplikt, learning duty, instead of school duty. This means that home-schooling is allowed and parents are requested to report the decision to home-school, to the authorities. A difference to Sweden, before 2011, was that this process took the form of an application that needed to be approved. Initially, Finland also tried to implement school duty, but was met by great resistance (Eriksson 2019).

Home-schooling in Finland is historically more common than in Sweden and after the new school law, many Swedish home-schooling families are reported to have migrated to Åland, an island between Finland and Sweden. This resulted in an increase of home-schoolers between 2012 and 2018,

from 8 to 58 children. This trend has intensified the discussion in Finland, but rather than moving towards school duty, more support to and communication with the families have been encouraged (Eriksson 2019).

In an article by Glaveby (2018), it is suggested for Sweden to adopt a model similar to Finland, applying learning duty instead of school duty. The author is highlighting differences in attitudes towards school. In Finland the school is perceived as an offer that parents should cherish, while it in Sweden is perceived as a service. It is argued that a shift to learning duty will help increase the status of teachers in Sweden allowing them to focus on their profession instead of acting as salespeople and administrators (Glaveby 2018).

Arguments for Home-schooling

An overarching theme related to attitudes towards home-schooling goes back to ideas of power and who decides, what is decided, who benefits, who pays and what is the purpose of education (Bell & Stevenson 2006). Many home-schoolers believe that the school law together with the negative attitudes towards home-schooling are violating and contradicting the rights given to them through laws of human rights. Arguments are also connected to valfrihet, freedom of choice, and that this also should include the right to home-school your child (Pavicic & Tomasson 2010). Concern for the deteriorating performance in the public schools (Ministry of Education and Research 2016), is also an argument, as the school system is not able to cater for the needs of every child. Furthermore, home-schooling can be seen as parents' response to the breaking-up of the family, expressing a wish to spend more time with their children.

Based on the four orientations explained by Jones (2013), home-schoolers' choice can be seen in light of neo-liberal ideas, calling for a clearer separation between the state and the citizen, to open up for more free choice. Furthermore, many of todays' home-schoolers were born in the 1970s and 1980s, during which classrooms fostered ideas of ideological critique (Jones, 2013). Arnman et al (2004), describes this generation as having higher political

awareness, being more open-minded, prioritising their social life more than their careers, as well as having higher demands on life contentment, self-actualization and the future (Åström 2016). In turn, these traits can be connected to some of the other reasons why parents chose to home-school, such as different political and ideological views, social problems in the schools, wish to provide a better learning environment based on freer pedagogy and the child's needs (Beck 2010 as cited in Pavicic & Tomasson 2010).

Finally, research has shown that there is no empirical evidence supporting that adults who have been home-schooled are less socially capable than those who have attended public school (Ray 2015, as cited in Eriksson 2019). Instead, studies have shown that home-schooled children are well-socialised, and have better self-confidence and more engagement in societal issues compared to school children (Medlin 2000, as cited in Pavicic & Tomasson 2010).

Conclusion

The history of the compulsory public school in Sweden, connected to the parallel societal contexts, can shed some light on the reasons why Sweden has a more negative approach to home-based education. Interestingly, the close relationship between policy development, politics and values becomes apparent and further emphasises its complexity and the importance of looking at educational policies in its wider environment. This essay also gives evidence to the problematic and contradictory position the new school law takes related to human rights. Likewise, the analysis shows the complexity in policy development in terms of power and who benefits and who is neglected.

Ideas of what constitutes education need to be questioned, as school is not the only place where learning takes place. By revisiting the purpose of education, especially in modern times, where knowledge acquisition happens in many different forms, the Swedish education system can be improved to include more variety. When people are allowed to choose for themselves, the outcome is usually better than when they are forced.

It seems home-schooling is here to stay, and it is important to find ways to embrace it in Sweden, inspired by, for example, Finland. A possible way forward could be to advocate for more openness and a better combination of individual choice, a multicultural society and trust in parents. Engaged parents are valuable and through developing a better system based on support and communication, home-schooling families can be a great asset as part of Swedish society.

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In Cloud We Trust?

– The Due Diligence and Ethical Issues of Using Cloud Storage in Schools

Nathalie Lossec, Nicholas Millar and Marko Teräs

Abstract

With the datafication of every aspect of our lives increasing exponentially, secondary schools in England and in the Czech Republic have had to adapt and now face the paradigm of data storage. Most have opted for a Cloud storage solution. Yet this adoption raises questions on the hidden gains of these privately owned Cloud organisations. In this paper we question whether due diligence was applied in regard to their adoption and implementation, especially on stakeholders's data safeguarding and consent. We also raise the need to deepen the discussion on the ramifications of the compulsory adoption of cloud technology in schools.

Introduction

The digitalisation of almost all sectors of society has been a dominant trend especially in the 21st century, challenging conventional solutions by offering increased capacity at lower costs and augmented centralisation and access

to organisational data. One of the key drivers of the exponential growth of digitalisation has been big data (Knox et al. 2020). Big data services are often built on technologies and innovations that facilitate data collection, transfer, storage, and analysis, and increasingly, the sale of data to third parties. With its beginnings in the Thatcher-Reagan era, education has not receded but has steadily morphed into a business venture (Wilby 2013). Since then, the prevalence of commercial tools to advance teaching and learning have increased exponentially. Additionally, the COVID-19 pandemic has seen an enormous boom in the Edtech market and of tools readily available to educators and schools (Renz, Krishnaraja, & Schildhauer 2020; Teräs, Suoranta, Teräs, & Curcher 2020).

As technologies and standards continue to evolve faster than one can observe and evaluate their pitfalls, the development of these new services not only gives rise to new innovation and advancements in communication but also poses new ethical challenges. One of the crucial ethical pitfalls concerns data storage, chiefly the storage of children's data. In this technology and teacher education paper we seek to analyse the digital paradigm faced by us, secondary schools when choosing to use cloud services and also to question whether due diligence is used to protect users' data, especially children's data. As secondary teachers are the primary users of these services, we seek to raise teachers and school leaders' awareness on possible ethical issues faced by schools utilising privately owned cloud storage services and to apprise on the lack of informed consent from the main stakeholders, which leads us to discuss the possible ramifications of the compulsory adoption of cloud technology in schools.

The paradigm of cloud storage in schools

With society's growing need to store more and more terabytes of data, solid state storage and local servers demonstrate several limitations. With faster connections, low costs and no need for specialised staff, cloud storage has been adopted with open arms within education. Cloud storage can simply be understood as "...a cloud computing system equipped with large capacity

storage" (Liu & Dong 2012, 134). Privately owned cloud storage providers offer to store users' data in their data centres. Presently these are often located in supercooled warehouses based all around the world. In Europe, these companies are often based in states with very low corporation tax (Jamieson 2019) and often employ clever and "aggressive tax avoidance" techniques (Neate 2019). For example, Amazon (who own the cloud storage company 'Amazon Web Service') paid "$3.4 billion in tax on its income so far this decade despite achieving revenues of $960.5 billion and profits of $26.8 billion" (Neate 2019). Late last year, what has been dubbed the 'Double Irish, Double with a Dutch Sandwich' tax avoidance technique has come to an end and may bring change. These actions initially raise questions on the companies' intentions, in regard to ethical business standards and trustworthiness.

One insidious aspect of the Covid-19 pandemic was the exposure of how ill-prepared and poorly equipped European governments were for online learning which has forced ministers and schools to rethink their online learning provision. In the UK, this has resulted in the rapid promotion, adoption and implementation of privately owned Edtech tools (GOV.UK 2020) using 'Clouds' as data storage tools. Clouds like Amazon AWS, Google Cloud and Microsoft Cloud: Azure, are of interest as they store a lot of children's data collected from various Edtech platforms – for instance, Google Cloud stores data for Khan academy (a large online learning platform). This trend is enthralling not only because of its rapid evolution but also because of the lack of ethical consideration applied (Kukulska-Hulme et al. 2020; Malecki 2020; Lupton & Williamson 2017; Williamson, Eynon, & Potter 2020; Watters 2010) regarding the storage of personal data of UK and EU children on privately owned clouds.

Diligence or negligence?

The collecting of personal data has a long history (Williamson 2018) and its evolution has been exponential over the past 15 years. Data is used in many ways, for example, town councils using it to analyse the most unbiased, efficient and economical use of council resources (Criado-Perez 2019),

to monitor employees in private companies (Moussa 2015) and to observe consumer behaviour in order to increase sales (Kshetri 2014). The intricate details of our lives that we share willingly or unknowingly with private industries has undoubtedly become a currency (Gates & Matthews 2014, 115). Big data analysis is now the bread and butter of big tech corporations such as Alphabet, Microsoft and Amazon as they mine, analyse and transform it for use in targeted advertising which generates the bulk of their income. These practices are contrarily seen by some critical thinkers not only as a continuation of surveillance capitalism at a global and unregulated scale but also as a challenge to democracy:

> [a] new expression of power is constituted by unexpected and often illegible mechanisms of extraction, commodification, and control that effectively exile persons from their own behaviour while producing new markets of behavioural prediction and modification. (Zubof 2015, 1).

Data collection, data sharing and data analysis are now defined as necessary means in a society that constantly wants to improve experience despite possible drawbacks, and this form of social analysis appears here to stay for the foreseeable future. This makes it essential to approach cloud storage adoption in schools with due diligence, especially with questions on consent and safeguarding.

Consent

Over the past few decades, education departments have emphasised the control, aggregation, efficiency and centralisation of information and Big Edtech has played a big part in facilitating this vision. In many K-12 schools Google Suite for Education is used as a Learning Management System (LMS), for communication (Gmail) along with numerous associated apps connected to Google for Education accounts. The number of schools joining the 'Google Ranks' appears to be increasing, particularly with the catalyst of COVID-19 (De Vynck & Bergen 2020).

While using Google Suite for Education services, users agree to the simultaneous collection of their raw data as stated in their G Suite for Education Privacy Notice (Google for Education, n.d.-a). This consists of the following:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number of the user

- log information, including details of how a user used our service, device event information, and the user's Internet protocol (IP) address

- location information, as determined by various technologies including IP address, GPS, and other sensors

- unique application numbers, such as application version number, and

- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number of the user

- log information, including details of how a user used our service, device event information, and the user's Internet protocol (IP) address

- location information, as determined by various technologies including IP address, GPS, and other sensors

- unique application numbers, such as application version number, and

- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

Besides its core services, G Suite for Education users have access to other Google services, called "Additional Services" like Google Maps, Blogger, and YouTube. Google makes it clear that they do not target ads to children from primary and secondary schools in their Core Services on G suite,

however, it is unclear if student data collected from G Suite for Education and stored in Google Cloud, (powered by data analysis tools such as Google Cloud Dataflow or BigQuery or even Cloud Data Prep owned by Trifacta (see Nduwayo 2018), is used outside these platforms for ad targeting. Google claims that the only times they may share information with outside organisations are when the user consents or when his/her parent's consent, when personal information is to be used by affiliated companies and finally when Google wants to share findings from personal information (Google for Education, n.d.-a). The main issues here are first the definition of consent, secondly the issue of affiliated companies gaining access to children's data, thirdly the location of the affiliated companies and finally their legal commitment in their own country regarding data safeguarding.

In the respective schools reflected in this paper by the authors (England and Czech Republic), consent from students and their parents is gained by getting them to sign a written agreement mandating the school to make decisions regarding technology use and online learning. The resultant creation of Google for Education accounts then gives Google access to personal credentials such as the user's name, email address, password (in most cases), possibly pictures, and secondary email address if the school chooses to provide that information. In addition to this, Google may also collect personal information directly from users of G Suite for Education accounts, such as telephone number, profile photo (with biometric data) or other information they add to a G Suite for Education account (Google for Education, n.d-a).

This is concerning in at least two ways. Firstly, schools may not be able to afford or properly consult legal advice before agreeing to these terms of service and are not required to by most ministries of education in Europe. For instance, in England the Department for Education only suggests the review of policies (Department for Education 2019). Further to this, several ministries advocate the use of Google's Learning Management System and in some cases partner with them (GOV.UK, 2020). Secondly, parents and students most likely do not understand the implications and consequences

of what they are potentially consenting to, especially regarding tracking, targeting and data sharing. The argument could be made that their consent may be void in this case as in 2008, McDonald and Faith Cranor calculated the reasonable reading time of all the privacy policies that one encounters in a year to amount to 76 days and this figure is probably much higher in 2020.

Safeguarding

Google adheres to the Children's Online Privacy Protection Act (COPPA), a US federal law regarding the collection of data from children under the age of 13. However, when dealing with data and online interactions, it appears contradictory that a 13 year old child can be treated as an adult when, biologically speaking, the prefrontal cortex is still in development at this stage and thus affects impulsive decision making (Casey et al. 2008). This also raises the important question, of what might be the future consequences of data collection on a child in their adult life?

The COPPA policy does not outline the collection of data for children years 13+ and Google for Education does not disseminate in any of its general policies or terms of service what it does with the data collected during a student's life or after that child becomes a legal adult. The ideal approach here would be to automatically delete any aggregated data collected and stored on G suite for Education and any affiliated products and tools on the users' eighteenth birthday (the age where an individual becomes a consenting adult in most countries). Google briefly mentions this within two paragraphs of their 'Data Processing Amendment' (Google Workspace for Education, n.d.). However the legal wording is not clear (nor easily understandable for students and parents) and there is no explicit indication of when data will be deleted, which means that students' historical data, behaviour records, academic records, punctuality records, Special Educational Needs records could potentially be used at a later stage in some form or another. For example, one could be disadvantaged in selection processes when the use of data fed AI is applied either in higher education applications (Dennis 2018), or job applications (Heilweil 2019), or even when trying to get life insurance

(Balasubramanian, Libarikian, & McElhaney 2018). The only possible way to delete the collected data, would be for the parents to ask for the school, who then liaise with the provider, who in turn will ask Google to delete the data. All in all, this could be a tedious and difficult process to achieve. Google additionally states that the data gathered will not only be used to improve current services but also to develop new ones. There is an ethical conflict here as Google, in March of this year found itself accused of overstepping on its users' consent and in breach of the General Data Protection Regulation (GDPR), a regulation in EU law on data protection and privacy in the European Union and the European Economic Area (Murgia 2020).

Many companies insist that user data is 'safe on the cloud', however, this statement is not entirely accurate. Google data centres that stock user information may not be located within the users' resident country (or continent) and as a result may not be governed by the same safeguarding laws and policies that Google claims to enforce in the resident country. Google attempts to justify its actions in this regard stating that "By using the Services, Customer consents to this transfer, processing and storage of Customer Data" (Google n.d.-b), despite the clear lack of understanding from the users as to where their data could end up, leading to concerns of the traceability of user data. Adding to this, data centres from all over the world can suffer breaches, especially if the centres are using a poorly secured remote-management system that can be hacked, as in the case of the NordVPN vs Helsinki Creanova data centre case (Alley 2019). Google claims that it maintains high level security in all facilities in its Terms of Service policy, however, in 2019 one billion of their users' data became unprotected on one of their servers (Mehrotra 2019).

Discussion

The race of Big Data to gain as much data as possible started in the late 2000s and saw the birth of applications such as predictive analytics. With Google.org, investing over $250m in education technology, the fact that big tech has now turned its sights to the education market should be

concerning, at the least. In many ways, Google has accomplished an extremely powerful position in education systems around the world which comes with great responsibility. The market grab by Google and its competitors raises more questions such as, are we disadvantaging students by providing their data to private companies and are we observing the covert reduction of Human Rights? Additionally, the lack of long-term ethical consideration from the UK Department for Education when openly promoting the adoption of these privatised LMSs in response to the Covid-19 online crisis (GOV.UK 2020) was questionable.

Regarding security and safeguarding levels and short-term implications, there seems to be discrepancies in educational GDPR implementation and the sanctioning of offenders to these regulations as presently schools are the only institutions implementing GDPR guidance, and notably, the only institutions to be fined (Hanselaer, 2019). Recently the Department for Education in England failed to comply fully with its data protection obligations under the GDPR (ICO 2020) but contrastingly leaked school children's data to gambling companies last year (Ungoed-Thomas, Griffiths & Bryan 2020). Even though the U.K. was still within the confines of GDPR, it is worth noting that no data protection fines were issued, and the Information Commissioner's Office (ICO) produced "a total of 139 recommendations for improvement, with over 60% classified as urgent or high priority" (ICO 2020).

As a result, concerns can be raised regarding the United Kingdom Department For Education's accountability concerning student data protection or rather its lack of. Providing Big Data companies like Alphabet, Microsoft, and AWS with fast-tracked governmental facilitated access to the open market in Edtech Cloud Computing, insinuates that no ethical considerations were applied. Although cloud computing has transformed modern ICT technology, several unresolved important security threats regarding privacy, confidentiality, integrity, and availability of data, to name a few still exist as pointed out in the Cloud Security Alliance's report on the Treacherous 12 top threats (Walker 2016). These threats are magnified by the volume, velocity, and variety of the vast amounts of data accumulated. While the UK Department For Education

is sharing student data with gambling companies, it is important to note that in June 2019, China published the Provisions on Cyber Protection of Personal Information of Children (PCPPIC), a policy which seeks to protect children's data from international private enterprise (CAC 2019). Kuo Wei-Chun, Gao Weina, & Chen Cheng-Ling (2019) report the changes are in line with COPPA and the GDPR but with slight variation in the guidance to be observed when collecting children's data. For instance, minors are children below the age of fourteen and there is need for parental or guardian consent prior to the collection or use of children's personal information. As they state: "Network operators must also provide the option to withhold consent. In obtaining consent, network operators must provide information concerning the following six areas:

1. Purpose, scope, method, and term of collection, storage, use, transfer, and disclosure of information

2. Storage location and treatment of information after the agreed term expires

3. Security measures to keep information protected

4. Consequences of parent's or guardian's refusal to provide consent

5. A means for parents or guardians to report violations or file complaints with the network operator in regards to mishandling children's personal information

6. Methods for the revision and deletion of children's personal information" (Wei-Chun, Weina, & Cheng-Ling 2019, 3)

This guidance is a clear call for transparency regarding data handling just like the questions we have already raised regarding Google's data collection, storage, security, location, longevity and analysis. In Europe the Convention for the Protection of Human Rights and Fundamental Freedoms (Equality and Human Rights Commission 2010), protects its citizens' rights to respect for family and private life (Article 8) but also the right to protection of property (Protocol 1, Article 1). Yet it is only in 2018 with the implementation of the GDPR that data protection became a necessity to preserve these rights.

Big Data corporations like Microsoft had anticipated this move since 2016 and had written a book of policies on creating a trusted, responsible, and inclusive cloud offering "recommendations for governments, industry and civil society to help ensure that the opportunities of technology are evenly shared, and that challenges facing society are identified early and practical solutions applied" (Microsoft 2016). The fact that Big Data companies like Microsoft feel the need to publish "recommendations" may demonstrate leaders' ignorance and incomprehension regarding the power of the tools these corporations are offering.

This power imbalance is alarming, not only to our human rights but also democratic principles. Large corporations have been caught influencing policies, bribing academics and hiring former employees of Downing Street, the Home Office, the Treasury, the UK Department for Education and the UK Department for Transport (Doward 2016). Google has been criticised for funding academics and policy makers to write and publish papers that support Google's aims in matters "supporting business practices that face regulatory scrutiny" (Mullins & Nicas 2017) and some of the authors did not declare Google as a funding source, a serious breach of academic ethical practices. This raises a question of how big tech might influence the restriction of free and democratic speech in academia.

What does the future hold?

Privatised LMS companies like Google for Education and Microsoft Education have had a huge appeal to schools as a distance learning lifeline due to serious budget cuts in 2019. As the Institute for Fiscal Studies states:

> Total school spending per pupil in England has fallen by 8% in real terms between 2009–10 and 2019–20. The bulk of these funding cuts were driven by a 57% reduction in spending per pupil on services provided by local authorities and a more than 20% cut in sixth-form funding per pupil. (Britton, Farquharson, & Sibieta 2019, 7)

The recovery from the pandemic might also bring even more budget cuts, which could assert the power of the private LMS on schools. Regarding data security, it is recommended that it must be measured once data is outsourced to cloud service providers. The cloud must also be assessed at regular intervals to protect it against threats, which means that cloud vendors should ensure that all service level agreements are met. Recently, some controversies revealed how some security agencies, like the UK police, have 'misused individuals' data for their own benefit (Oates 2019). Therefore as Khan et al. (2015, 14) suggested "policies that cover all user privacy concerns should be developed".

Presently vulnerabilities exist in the systems managing data rather than the data itself. Despite the use of strong cryptography, the issue of integrity remains. When using online Edtech tools and/or cloud computing we are putting our trust in private companies to safeguard our data. Due to a lack of transparency, it does not appear certain that our school data will not be sold or misused by third parties, or that it will be stored in our country or even our continent and therefore protected by our regulations. Had the data been a paper trail, neither our schools nor our respective Departments for Education would have allowed it to leave the school grounds.

As a result, we would urge schools to inform and educate all stakeholders about data privacy and data safeguarding, to secure the data being stored in the cloud and open accounts on privatised LMS using anonymised email addresses for all their stakeholders. For teacher trainers, we recommend the implementation of compulsory modules to ensure newly qualified teachers (NQTs) are fully aware and equipped to deal with the aforementioned safeguarding threats in the digital realm. Finally, we urge school leaders and governments to not only be more precautious about Edtech they adopt in schools but also to put pressure on the private companies to be explicit and more transparent to all stakeholders regarding their data practices.

In summary, the key to avoid an unfair power imbalance is transparency and anonymity. Currently the risk remains that human experience (both

physical and digital) is being transformed into free raw material for the use of either improving services that will then be sold back to the end user in the future or creating personalised advertising profiles based on behavioural data, which is then used to commercially, socially and politically to influence users in the present and to predict future political, commercial and social behaviour. For this, teachers, school leaders, governments and Edtech need better due diligence and safeguarding policies.

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Creating Space for Critical Praxis

– Reflections on Writing Together with the "Wildcardes" in the Critical Applied Research in Digitalization of Education (CARDE) Research Group.

Marko Teräs

In 2020, when TAMK was looking at funding new research groups, I, Hanna Teräs, Mark Curcher and Juha Suoranta received the opportunity to found one. We named it CARDE (Critical Applied Research of Digitalization in Education). Our aim: to study digitalization of education from a critical perspective.

So, what did "critique" mean to us? C. Wright Mills' idea that "freedom is measured by the amount of control you have over the things upon which you are dependent" (see Mills 2000) resonated with us. Afterwards, especially to me, the role and process of critique became very much embodied in the words by Michel Foucault (1988):

A critique is not a matter of saying that things are not right as they are. It is a matter of pointing out on what kinds of assumptions, what kinds of familiar, unchallenged, unconsidered modes of thought the practices that we accept rest. (...) Criticism is a matter of flushing out that thought and trying to change it: to show that things are not as self-evident as one believed, to see what is accepted as self-evident will no longer be accepted as such. (154-155)

Furthermore, we wanted to include "applied" in the name to vision research that drew from practice and achieved results that would inform practice – instead of doing research only to describe phenomena around digitalization. In our context, "critical applied" means not to take self-evident the different meanings digitalization and its various applications receive for example in marketing or political talks. Instead, we should look more closely at our practices and the language we use.

One of the aspects of the current narrative of digitalization is that it promises more than what it delivers – to put it simply, behind it lies humanity's age-old quest for certainty (see e.g. Dewey 1929; Adorno & Horkheimer 2002). Digitalization is often seen primarily through positive potential and benefits. Unfortunately, this often hides behind what takes place in actual everyday practices with mediocre or even badly functioning systems, but also how exactly digitalization changes educational structures, practices, and for example teacher and student identities.

To achieve these aims, from the beginning of CARDE we felt it was important to invite along MEL students as researchers, or as "WildCARDEs". I have personally found it important and educating to write together. While authors who discuss digitalization on a perhaps more general level, for example how Google products function not only as lovely free tools but also as a global data gathering machine to make profit by selling our user data that we create for free (Zuboff 2019), we've studied for example what kinds of ethical and practical implications are there when Google products are enmeshed in educational practices (Lossec, Millar, & Teräs 2021; Lossec, Millar, Curcher, & Teräs 2020).

This has deepened my thinking on digitalization of education. I've also enjoyed sharing my research experience (and at the same time learning more myself), as reporting research results in academic articles is much more than just writing words; it's also becoming familiar with a field and how to operate there to get your message across (Bourdieu 1990). I also think the WildeCARDEs' different geographical areas and cultural contexts are tremendously important and useful. They create a possibility for a wider, more global picture of digitalization of education, which I believe is very important in the current era where global companies provide their EdTech solutions everywhere to gain new markets.

I don't think I'm alone in saying that the work with WildCARDEs has been one of the most useful things CARDE has done – one which for various reasons has not yet been realised on the level of the original vision and could still be developed much further. I hope and trust we can do that in the near future.

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Mainstreaming Disaster Risk Reduction in Philippine Education

Therese Gura

Introduction

Located in the pacific ring of fire, the Philippines is highly vulnerable to natural calamities like typhoons, volcanic eruptions and floods, among others. Global climate changes intensify these hazards even more. Yet, the geophysical aspect isn't the main factor in the disaster experiences of the nation over the years. Looking at the interplay of social, economic and political forces that dictate the nation's capability to resist the impacts of disasters and its educational implications is just as equally important.

This essay discusses socio-political ideals during the pre-democracy time and their implications to disaster-related policies in the national and institutional level, as well as their relationships to the purpose of education. It identifies forces that enabled a paradigm shift, and it analyzes its impact on disaster-related policy implementation and evaluation. The essay also looks

into the primary social value and its implications in the education sector. Lastly, it discusses themes of accountability and choice and their interplay with mainstreaming Disaster Risk Reduction Management (DRRM) in the education sector.

Political Ideology and Human Capitalist Approach

The Philippines was deprived of democratic processes during the '70s of the last century. The country was under a dictatorship, which the president then described as "constitutional authoritarianism". Back then, a conservative ideology was reflected in Philippine policy-making. As Jones (2013) summarised, conservative ideology leans on the authoritative side, where policies revolve around centralised leadership and a top-down approach to policy process and implementation. Its main goal is to maintain the status quo and reinforce values and beliefs to maintain social stability.

At this time, the purpose of education was mainly focused on human capital formation and workforce development, as highlighted in the 10-year Education Development Decree of 1972 (Maca 2018; Presidential Decree no. 6-A 1972). Education was aimed to develop high-level professions; therefore, educational reforms were designed to glue schooling and economic development to reorient the educational system towards an accelerated national economic growth. Major reforms emerged where the education policy process was derived from a functionalist human capital perspective (Alba 1979; Dubsky 1993). The sweeping of these educational reforms from the national level are the regime's attempt to maintain political control through curricular policies, governance in higher education and international funding.

However, it has been a challenge for the government to reach education's purpose since natural calamities regularly disrupt education continuity. Addressing educational issues at times of calamities was shallow because disaster risk reduction wasn't an important element to complement the capitalist-driven purpose of education at this conservative time. Besides, the people didn't see the need for it as well. As a highly conservative and

religious society, natural disasters were seen as acts of God (Pantino 2015, Panao n.d.). Therefore the most policy-makers can do is to respond to the aftermath. Attitudes and perspectives were religiously driven, where socio-cultural values like praying or wholeheartedly accepting God's fate was how society responded. "Bahala na" as we say it, refers to Bathala meaning "It's up to God" (The highest-ranking god and the creator of all things, according to Philippine mythology.) This fatalistic attitude not only fosters a culture of a lack of urgency and a low sense of responsibility at times of calamities, but it also gives no reason for the government to act upon it.

In relation to policy-making, the conservative ideology is reflected in the first disaster-related law called Presidential Decree 1566, highlighting the perpetuation of the status quo and social stability through policy centralization. This is because, where the society was still shaken from various colonializations (A collective 200 years of colonisation from Japan, USA and most importantly, Spain, which social values and conservative traditions were highly influential to our daily practices.), disaster efforts are still seen as a national defence issue. This is highlighted through the policy process where the Civil Defence Agency is the sole governing body at times of hazards. They plan and implement projects under the approval of the president. Other agencies like the Department of Education are merely players that give suggestions for their representing body. It is therefore seen that although there is a presence of third-party agencies, these still fall under a single leadership body since policymaker's behaviours are shaped with such political centralization. Politicised power is top-down, exclusive and undivided.

The trend of conservatism applied to the broader disaster response policy, and it also reflected in other domains, such as education. Mirroring the conservative value of maintaining the status quo's values and beliefs, Presidential Decree 1566 assumes that natural disasters cannot be controlled; therefore, policies' manner was reactive. Parallel to Jennings' (1977) linear model explained by Jones (2013, 6), this policy was "initiated in response to a specific issue". That "Policy can be conceived as a problem-solving tool designed to rectify particular issues of concern (Dale 1899)." (Jones 2013, 30). In the

context of the educational sector, the adaptation of the Presidential Decree 1566 shaped educational policies to be reactive. It meant that they need to respond to the aftermath of the threats of nature through administrative procedures and policies (EG: temporary admission of calamity-affected students, using classrooms as evacuation centres, and extension of school days) to specifically respond to the immediate problem of discontinuity of education at times of emergencies. These policies are set by the national level which schools then are accountable to adhere to, without any regard to the issues in their locale. Implementation of these set policies are externally imposed, and the school's primary role is restricted to carrying them out (Bell and Stevenson 2006).

Moreover, these policies as text (Jones 2013) ignore the implementation issues and lack the rationale behind the social and economic implications to educational stakeholders. Take Nepal, for example, where earthquakes cause extensive damage, forcing students out of school for months. In the Philippines and Indonesia, however, natural calamities are of much smaller scale but of higher frequency, pushing students out of school for shorter periods but in a regular manner. Regardless of the calamity's magnitude, education is still disrupted (Ireland 2016). In effect, drop-out rates concerning disaster grew higher, forcing men out of school, hurting the capitalistic purpose of education to supply the nation with high-level professions for economic growth.

Education Decentralisation

The dictatorship ended in 1986, which marked the Philippines' beginning of democratic governance. During this time, Almonte (1994, 109) views the political system as a "democracy of pressure groups". This is underpinned by the high interest of different groups to influence policy processes, which resulted in political discourses and showed the nation's lack of authority. From a highly centralised school system, the shift to decentralised education governance was put under pressure by different powerful interest groups like religious groups, private book publishers and The World Bank,

among others (Maca & Morris 2012). At this time, decentralisation of education affected Disaster Risk Reduction Management (DRRM) rather negatively. Efforts in mainstreaming DRRM in school curriculum emerged but failed because programs would only end up in small-scale projects that were never institutionalised as a national reform. Education governance, therefore, is externally induced.

Paradigm Shift

It wasn't until the 2004 Indian Ocean tsunami, which affected neighbouring countries like Thailand, Sri Lanka and Indonesia, among others, when disaster vulnerability was put in the spotlight. Such occurrence gave birth to the global effort in fighting disaster vulnerability through the Hyogo Framework of Action (HFA) - a result of the United Nations World Conference on Disaster Reduction in Japan. The HFA is a comprehensive action-oriented response to international concern about the growing impacts of disasters on national development (United Nations 2015). Its aim for education is to emphasise the need to build disaster-resilient schools, nations and communities.

With 168 countries adopting the Hyogo Framework, the general DRRM policy in the Philippines and the local educational sector adapted. The 32-year old Presidential Decree 1566 was changed to an institutionalised National DRRM plan. Also, the Department of Education issued a "Comprehensive Disaster Risk Reduction Management (DRRM) in Basic Education Framework" to "institutionalise DRRM structures, systems, protocols and practices in DepEd offices and schools" (Department of Education 2015).

Talking about the general DRRM policies, it is evident that globalisation was the primary driving force in shifting disaster-related policies from reaction to mitigation. The HFA shaped local policy-makers' actions by pushing them to make and align disaster management policies with its objectives. Again, governance is externally induced. In effect, the paradigm shift made radical changes in the policy process as it became more holistic because it required more agencies' involvement to mainstream DRRM in

their sector. Accountability is distributed to different stakeholders like the local government, private companies and educational institutions.

Collectivism

From a social perspective, the Philippines' social values are highly aligned with principles of collectivism wherein social group cohesiveness carry greater weight than individual goals. Bayanihan (An ancient Filipino custom; a way of life, from the root word bayan which means town or nation. It is a system of mutual concern, aid, cooperation and unity amongst the community),, one of the nation's strongest social norms, is being used as the core value to underpin the essence of DRRM. Collectivism is reflected in local DRRM leaders' actions where numerous leaders discuss that the secret to a successful, sustainable DRRM is "proactive cooperation of the entire nation" and a "whole-society approach". The government calls for a strong collaboration of different stakeholders to make the implementation of DRRM successful. While Bayanihan is such an asset to have at times of emergencies, it also has its negative implications in the educational sector because expectations are already dictated. Local media is full of reports on teacher groups pleading not to use classrooms as evacuation centres or teachers being burnt out since they are expected to clean and volunteer (ABS-CBN News 2020; Merez 2020). This shows that when it comes to bayanihan, the nation has already created the status quo of specific actions on how public schools should help. There seems to be no way out of it, because if schools don't adhere to what is expected of them, even if it means sacrificing their facilities, staff well-being, and cohesive learning environment, then they disrupt the social norm at times of calamities.

Decentralisation and its relationship to Accountability and Choice

In the context of education, theme accountability is highlighted. The Hyogo Framework set its global objectives and guidelines to participating countries

but integrating disaster risk reduction in education differs from one another. In countries like Australia, Brazil, Columbia and Kenya, DRRM is taught as early as primary school while Lithuania and the Philippines start at secondary. Some countries have DRRM in interdisciplinary subjects (in primary and secondary schools) like Chechia in Chemistry and Physics, Macedonia in Geography, Mauritius in Environmental Science, while at university level, several countries offer master's degrees in disaster risk reduction management. Contents also differ based on the countries' context. For example, the Philippines added chapters on volcanic eruptions, Sweden teaches about water disasters, Iran's focus is on earthquakes, and Lao PDR introduced traffic accidents, alcoholism and drug abuse topics into their curriculum (Ireland 2016, Luna et al. 2008, Pantino 2015). This not only reflects the need and risk assessment of the country's government, but it shapes educational policies with high regards to accountability. These revisions induced principles on which accountability is based on and procedures through which accountability is delivered (Bell & Stevenson 2006).

The same goes with the interplay of the Philippines' general policy and its implications to education. Although a national educational framework to disaster risk reduction is provided, it is still up to the schools on how they implement it. The concept of decentralised education plays advantageously well when it comes to mainstreaming DRRM. The choice is given at the regional and local level where teachers are given the opportunity to adopt the approach to DRRM based on the national curriculum objectives. Local institutions are also expected to shape the curriculum to address issues corresponding to their locale. This choice has a big relationship with accountability especially to different "control mechanisms" (Bell & Stevenson 2006, 75) implemented by different stakeholders from the school level (performance appraisal), national level (inspections and accreditations) and global level (assessments of HFA). Although, these accountability processes are featured still within a centralised framework in both global (Hyogo) and local (comprehensive DRRM Framework) aspects. Therefore it means that the role of accountability in a decentralised education framework is to control school institutions' actions and not to fully give autonomy to release the

potential of school to, for example, make decisions. Even in a decentralised educational context, when it comes to the Philippines, answering the fundamental question "Who decides?" seems to be hierarchical.

Conclusion

The Philippines have come a long way in mainstreaming disaster risk reduction management. Over the years, disaster-related policy making and implementation underwent different avenues such as shifting from a reactive to a proactive approach or shifting from a top-down to a bottom-up authority. From a general disaster response, the change to disaster mitigation extremely reshaped educational, social and political systems of the whole nation. However, it is evident that this change was not proactively rooted locally but shaped externally. The Philippines' authority is absent, and negotiations with other powerful institutions moulded educational policies and practice. Positively, the paradigm shift enabled different government agencies to come up with concrete action plans instead of accepting misfortunes. Negatively though, the policy process is decided not by the ones who experience it but the ones who observe it from afar.

Despite the efforts for change, there are still numerous issues to be addressed. Ideally, DRRM-focused local councils are established to oversee and monitor that local disaster-related programs are implemented and sustained, working hand-in-hand with other agencies, especially the educational sector. Given the expected increase in disasters related to climate change, continuous update of trends in disaster risk reduction management among agencies will conceivably refine disaster-related policy implementation and practice.

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Connecting Dubai Private Schools to Nature:
The Journey so Far

Charlotte Dawson

My MEL journey began in winter 2017 upon submission of my study application. I have held teaching and leadership posts around the UAE since 2011 and first became interested in a Master's Degree during my role as Environmental Education leader at a Dubai private school. Upon the completion of my first intensive week in Tampere, I decided that my thesis would set out to explore the reasons why children were not connecting to nature in Dubai schools and how the current challenges could be overcome.

Over the course of the MBA, the key assessment tasks for each module have acted as stepping stones towards my overall aim. The learning which took place during Change Management, Leadership Practices and Curriculum Design and Implementation still remains especially relevant. The extensive

reading, discussion and reflection has provided a secure foundation on which to grow my future career. Course content was academically challenging at times, but the forum posts, submission comments and regular group video calls created a real sense of 'togetherness' from around the world.

The opportunities for collaboration have also been poignant, as not only have I developed a real sense of belonging to my 18MEL peers, but I have also been lucky enough to work alongside colleagues from each cohort, with several co-authored papers in process. The lecturers which I have met throughout this MBA have also been incredibly supportive and always ready to listen and give encouragement - a real leadership inspiration.

Studying for an MBA in Educational Leadership at TAMK has equipped me with the skills to seek publication and career opportunities beyond university. The timeline below illustrates how this was possible and is hopefully useful to new and prospective MEL students:

August 2020: After two years in the making, my thesis was eventually completed and published.

October 2020: I invited more educators to explore my thesis topic by publishing an article with the TES.

February 2021: Soon after graduation I was offered two positions - one which I was head-hunted for following my previous publications and also my current leadership role.

April 2021: I founded the environmental education group #EnviroEdUAE initially as a movement on Twitter. This helped to gather momentum and my first networking event was held for Earth Day.

June 2021: Another TES article was published and I held a second networking event, supported by several organisations including Emirates Nature, WWF.

July 2021: An article which I wrote for GESS was featured in their newsletter alongside my podcast interview. I have also been accepted to present at the upcoming Middle East Teaching and Learning conference.

So what plans do I have going forward? I am beginning a new leadership role this summer and environmental education remains at the forefront of my goals. Raising the profile of this topic by building my network and hosting monthly meetings will be the key to success. Alongside this, I continue to research, write and share at conferences.

I am always on the search for co-authors, so please reach out to me on Twitter @outdoorsy_tchr

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Five Leadership Practices and Educational Leadership in Practice:

The Future of Finnish Upper Secondary School

Marianne Suutari

Introduction

Upper secondary education focuses on equipping students with the knowledge, skills and mindset needed in higher education, and also in life. Creating a learning environment that supports both students and teachers in reaching that goal is by no means easy. In the modern, globalised world, it seems that requirements get higher and higher, and the pace of changes is ever-increasing. This, naturally, puts more pressure on educational leadership to deliver the desired results.

This paper focuses on leadership practices in a Finnish general upper secondary school during uncertain times, with reference to the Five Leadership Practises by Kouzes and Posner (2017). First, the current situation of one Finnish upper secondary school (referred to as School A) is described, followed by defining the vision for the future. Subsequently, the necessary practices to reach the vision as well as possible change measures are analysed. The paper concludes with a discussion on the future of the upper secondary school in question.

Upper secondary school today and in the future

Current situation

Finnish upper secondary education has been through turbulent times lately, not only because of the Covid-19 pandemic. The pace of reforms is partly due to the neo-liberal trend of fast policy, which is evident in Finnish education policy-making (Hardy et al. 2020). Coined by Peck and Theodore (2015), the term refers to the practice of borrowing or emulating models or best practices from other countries, which leads to accelerated policy development processes, and eventually inadequately prepared reforms.

Since 2015, several major reforms have been introduced in general upper secondary education, such as the updated National Core Curriculum for General Upper Secondary Schools (2015), digitalization of the matriculation examination (2016), reformed National Core Curriculum for General Upper Secondary Schools (2019, into effect in August 2021) and updated Act on Compulsory Education (2020). Concurrently with the government-driven reforms, School A has started numerous PR and international projects to raise its profile to attract more students, and thus avoid additional budget cuts. These include, for instance, five 2-year EU-funded student mobility projects with European partner schools (2015–), five 2-year EU-funded international professional development projects for teachers (2016–) and the launch of a new internationally-oriented programme (2019). Although the list is far from

complete as minor, subject-specific projects are excluded, it does give an overview of the exhaustive pace of changes implemented in a rather short period of time.

In fact, School A can be said to be caught in the acceleration trap (Bruch and Menges 2010); new projects have been introduced one after another, sometimes even simultaneously. These additional activities, on top of daily teaching duties, have led to over- and multiloading; educational practitioners have been forced to focus on tasks which have taken away their attention from students. In other words, activities have not always aligned with the core mission of the organisation: educating the students. In order to escape the trap, Bruch and Menges (2010) suggest stopping the action and clarifying the strategy. Breaking the cycle of change is not easy, but the first step is to envision a better future.

Vision for the future

Ideally, teachers should be allowed to focus on teaching; although various projects bring added value, they do take the focus off the core mission. Naturally, not introducing any new changes is unrealistic in the modern world, organisations need to evolve to stay afloat in the competition. The proposed vision for School A is supporting, motivating and an internationally-oriented learning environment that prepares students for the future. Reaching that vision requires developing three main elements:

1.   Emphasis on students and learning

2.   Strong multidisciplinary cooperation

3.   Unique international competence

First, escaping the acceleration trap is crucial; placing basic duties in the centre is essential for reaching organisational happiness. Students feel they are cared for and educators feel appreciated when given enough time to focus on their core mission. Second, one of the two changes shaping the future of School A most, together with the new internationally-oriented

programme, is the new National Core Curriculum for General Upper Secondary Schools (Finnish National Agency for Education 2019), which will come into force in August 2021. The renewed national core curriculum attempts to balance Biesta's (2015) three domains of education (qualification, subjectification and socialisation) by emphasising 21st century skills, such as critical thinking skills, transversal competences and multidisciplinarity. In order to provide the students with the best possible learning experience, educators need to learn to collaborate effectively in designing and implementing interdisciplinary study units.

Third, the competition of students between upper secondary schools is fierce in the region School A is located. Although the majority of basic education students choose to continue their studies in the nearest upper secondary school, some are tempted by the schools in bigger cities as they are considered more prestigious. The internationally-oriented programme at School A, which is a specialisation programme for students interested in international affairs and cooperation, creates a competitive edge, and that profile needs to be further strengthened. With this unique curriculum, the upper secondary school aims to distinguish itself from its competitors and position itself as the leading upper secondary school in international studies in the area.

Releasing the vision

Essential leadership practices

 The style of educational leadership in contemporary Finnish upper secondary education can be termed pedagogical leadership, which is defined as "the responsibility of the school principal to create conditions where effective teaching and learning as well as possibilities for personal growth are supported" (Hellström & Hagquist 2019). Male and Palaiologou (2012) further characterise it as a process occurring in cooperation with the members of the school community. What should the principal at School A,

then, actually do to make the change happen? It is clear that reaching the vision does not happen overnight or spontaneously; commitment from various stakeholders as well as consistency in actions are needed.

Kouzes and Posner (2017) have identified five practices and ten commitments for exemplary leadership, which are presented in Table 1. For example Emmanuel and Valley (2021) found in their study effective principals to exhibit all five of these practices. Everything starts with the leader, but as Kouzes and Posner (2017) note, "leaders never make extraordinary things happen all by themselves [...] leadership is a relationship". Thus, trust and collaboration are essential. The leader should, nevertheless, lead by example, i.e. model the way, so that activities and tasks align with the core mission and values, and also the vision. Inviting feedback from employees and adjusting actions accordingly is also vital for showing others that their input is meaningful. (Kouzes & Posner 2017)

Practices	Commitments
Model the way	Clarify values Set the example
Inspire a shared vision	Envision the future Enlist others
Challenge the process	Search for opportunities Experiment and take risks
Enable others to act	Foster collaboration Strengthen others
Encourage the heart	Recognise contributions Celebrate the values and victories

Table 1. Five leadership practices and ten commitments of exemplary leadership

The leader should clearly communicate their vision in order to create buy-in for it. By showing authentic enthusiasm towards the vision and by involving others in designing it, the principal is able to reinforce organisational commitment so that the vision becomes shared. According to Kouzes and Posner (2017), visions are especially important in uncertain times, as is trust, which can be further strengthened with leader credibility. Khosravi et al. (2020) note that uncertainty can be reduced with mutual trust and effective communication among stakeholders, resulting in increased cooperation and motivation to implement the change. (Kouzes & Posner 2017)

While innovative thinking and constantly developing the organisation, i.e. challenging the process, are, undoubtedly, important, the principal should also have the courage to stop introducing new changes, especially at the moment when the organisation is trapped in the cycle of change. For instance, by not introducing new projects at School A, even if their funding came from an external source and they raised the school's image, the principal would send a clear message of the importance of the core mission: teaching and learning. In general, educational leaders should be open to teachers' ideas as they might offer a fresh, perhaps a more practical, perspective on organisational development. (Kouzes & Posner 2017)

Kouzes and Posner's (2017) fourth practice, enabling others to act, is of paramount importance. Promoting educators' competence and empowerment is crucial as according to Goodwin and Shebby (2020), there is a link between a sense of efficacy and well-being. In stressful times, teachers may feel less competent and confident, which may lower job satisfaction. Even more importantly, creating a trusting atmosphere and conditions for interaction and teamwork are what School A needs most; cooperation across subjects, and also with international partners, should be promoted and supported. Traditionally, upper secondary teachers have only focused on their own subject contents. Multidisciplinary study units are completely new to some, perhaps more experienced educators, and changing habits is not

easy. Co-teaching with a colleague takes flexibility and willingness to adapt and re-think individual practices. It is all about trust, and leadership should place emphasis on building a safe and inclusive learning environment, not only for students, but also for teachers. (Kouzes & Posner 2017)

At the moment, the atmosphere at School A cannot be described as inspiring; the exceptional teaching arrangements have taken their toll on teachers and students alike. Encouraging the heart, for example by celebrating reaching small milestones, is important, especially during stressful times, for fostering a sense of community. Seeing the light at the end of the tunnel is something the principal should promote, in this, emotional intelligence (Goleman 1998), such as empathy and excellent social skills, is imperative. Equally important is to recognize the hard work everyone is doing; a simple 'thank you' goes a long way. (Kouzes & Posner 2017)

Change measures

Adopting and implementing the five leadership practices might not be enough, though. To ensure that the vision is reached, it would be useful to devise a change management plan as it could increase stakeholders' commitment. The plan could be put into use at the beginning of the next school year when the latest reforms come into force. For example, Kotter's Eight-Step Model offers a clear step-by-step plan, from establishing the need for change and creating the vision to institutionalising new practices (Cameron & Greene 2012). Change takes time, in this case, at least a couple of academic years, more likely even longer. Having milestones on the way might make the goal more attainable as it could help the school community to "generate small wins" (Kouzes & Posner 2017), and thus increase motivation.

However, for sustainable change, a better option could be to implement the Systemic Model by Senge et al. (Cameron & Green 2012). It highlights starting in small steps and gradually implementing the change, which would allow people time to adapt to it. Reaching a vision is a long-term process, and leadership can expect people to challenge certain things, although this can partly be prevented

with open and honest communication. The Systemic Model is closely linked to Senge's concept of learning organisation, which he defines as:

organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. (Senge 1990)

Senge's ideas overlap with the practices proposed by Kouzes and Posner (2017). In fact, striving towards becoming a learning organisation is in accordance with the vision for School A. That requires that not only the principal but the teachers as well commit to self-development and implement the five practices in their daily lives. Involvement in the process creates ownership and increases the chances of reaching the vision; however, people should be afforded adequate time to go through that emotionally. As stated earlier, there is a long tradition in upper secondary education for teachers to work individually. Therefore, adapting to learning to learn together as well as openness to the ideas and feedback of colleagues and students requires time and energy.

Discussion

People are the greatest asset to any organisation; thus, educational leaders should place emphasis on supporting and facilitating teachers, especially during times of change. Promoting their motivation and well-being is a crucial factor in ensuring the desired outcomes. Furthermore, change should not just be imposed top-down; instead, employee engagement is vital for achieving the goal, a fact also noted by Daniel and Metcalf (2001).

By creating the circumstances for shared commitment to reaching the vision, the leader increases the chances of success. The principal should be the one to model the way in School A but it is everyone's business to commit to the change. All staff members should also adopt the five leadership practices in their daily lives as soon as possible. Trust and collaboration can be promoted by developing teamwork practices, aligning actions with the

shared vision and showing appreciation for others and their ideas. Providing feedback is also essential, and requires a climate of trust.

It should be borne in mind that leadership practices adopted by the educational leader not only affect teachers but also other stakeholders. Educational organisations are in constant interaction with their surroundings; the organisational culture is reflected in classroom practices and in student behaviour. Correspondingly, the wider community, such as parents and international partners, is affected.

Similarly to constructive alignment (Biggs 2014), i.e. a design in which learning outcomes are defined first and teaching and assessment methods are then aligned with them, there should be a clear alignment of the organisational vision with leadership behaviour and activities for reaching it. However, Male & Palaiologou (2015) note that "effective leadership is not a function or an activity or a practice, but in essence it is praxis"; thus leadership should not be reduced to merely implementing certain practices. That being said, a principal exhibiting all the five leadership practices proposed by Kouzes and Posner (2017) presumably has a higher chance of enlisting all stakeholders in the change.

According to Garvin et al. (2008), for an organisation to be learning, three elements are needed: a supportive learning environment, concrete learning practices and leaders who reinforce learning. Escaping the acceleration trap and pursuing the vision requires that School A adopts increased teamwork and support practices as well as strengthens cooperation, both internally and externally. Ideally, reaching the vision could eventually transform the upper secondary school into a learning organisation or an "enabler of happiness" (Bhatnagar 2017), a place in which everyone thrives. What it all comes down to is trust, communication and collaboration.

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Habits: a Short Journey of Thoughts

Isabel Hartmann

When I was a kid I loved to run: I ran through the forest for fun, raced with my friends, speeded to school (well, most of the time because I was late). I ran because the wind in my face felt refreshing, because it cleared my head, because it just felt good. At that time, I did not think at all about all those cues, routines and rewards that Charles Duhigg mentions in his video on habits.

Many years later I still like running, but I have lost this "immediate access". Nowadays, running is a habit, which I had to build up arduously, nurture and defend constantly and lost totally during the last crazy Covid year. There always seems to be something more urgent to be done: extra hours at the hospital, homeschooling with the kids, MEL assignments, checking my mobile phone, eating chocolate because of feeling stressed due to not going running… Hence, I was curious to see what advice I can take from Charles Duhigg and some other authors to re-establish this habit.

There are several points that I took out of Duhigg's video on the power of habits: It is actually not the routine that influences the most how habits function, but it is about the cue and the reward in the beginning and the end of the habit loop. It was new to me how important the reward is, that we have to "bootstrap our brain": We have to feed it with real rewards in the beginning (i.e. chocolate after going running) until it experiences natural rewards as real (i.e. endorphin, dopamine).
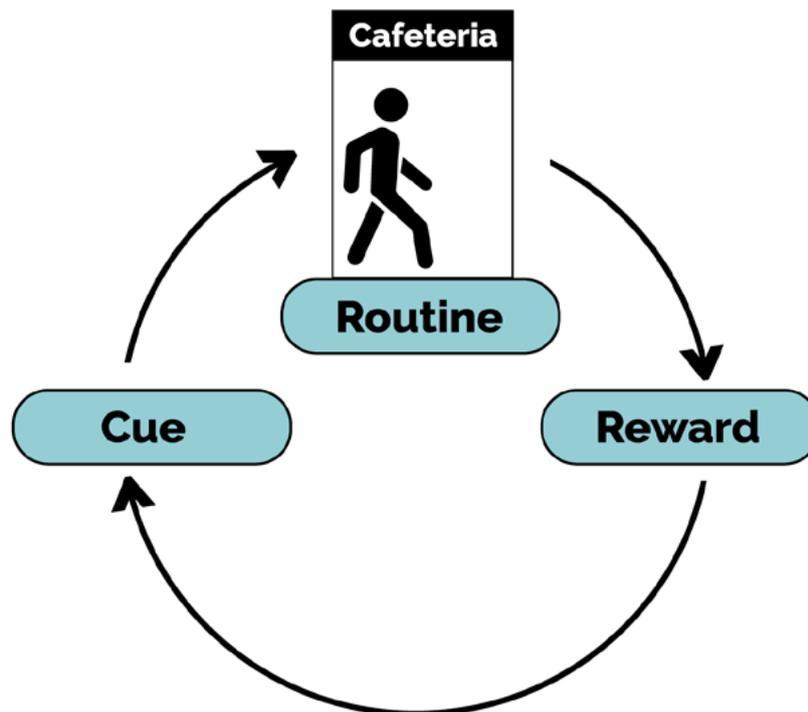

Figure 1. Duhigg's Habit Loop

According to Duhigg "premeditating cues and rewards" is another key to establishing habits successfully. He mentions the marshmallow study: Those kids that made it to resist eating a marshmallow for ten minutes (10-15 percent) and got a second one as reward, had made a plan beforehand: for example, not to look at the marshmallow and eating both marshmallows straight away after the test. Duhigg sees "choosing a reaction ahead of time" also as a strategy to develop willpower.

Duhigg's video – and my struggling with running – reminded me of an interview with Wendy Wood, Professor of Psychology and Business at the University of Southern California, that I read some time ago: She had found

out that about 43 percent of our decision-making is actually habitual. In her book "Good habits, bad habits" Wood describes the combination of reward, repetition and context as essential for establishing habits successfully. One point that stuck out to me: Habits develop in interaction with the environment (similar to Kurt Lewins's field theory). Wood's (maybe a bit radical) advice: If you want to change your habits, you should move flats as changing habits in a familiar setting needs more "brain power". In a new environment with new context and cues one has to make conscious decisions again and cannot rely on old, automatised habits anyhow.

According to Wood, strong (internal) willpower brings only short-term effects, those people who were successful in establishing a long-term habit were better in creating a supportive (external) environment. That means: Make it as difficult to follow a bad habit (don't buy chocolate, leave your mobile phone at the office during lunch break) and as easy to follow good ones: The cues should be visible and easily accessible (i.e. fruit basket on the table, running shoes at the door). In the best case a habit takes place at a regular, set time. And the reward should be given right after completing the habit. Wood's personal strategy for establishing a running habit: She always went running at 6 a.m. and went to bed in her sports clothes to start right off when waking up.

Constant repetition is essential according to Wood and several other authors, in order to automatise behaviour. But how long does it take to establish a habit successfully? Suggestions range from 21 days to three months and even longer. I am not sure if you can really set a number here. Or as James Clear puts it in his book "Atomic habits": "Habits are a lifestyle to be lived and not a finishing line to be crossed."
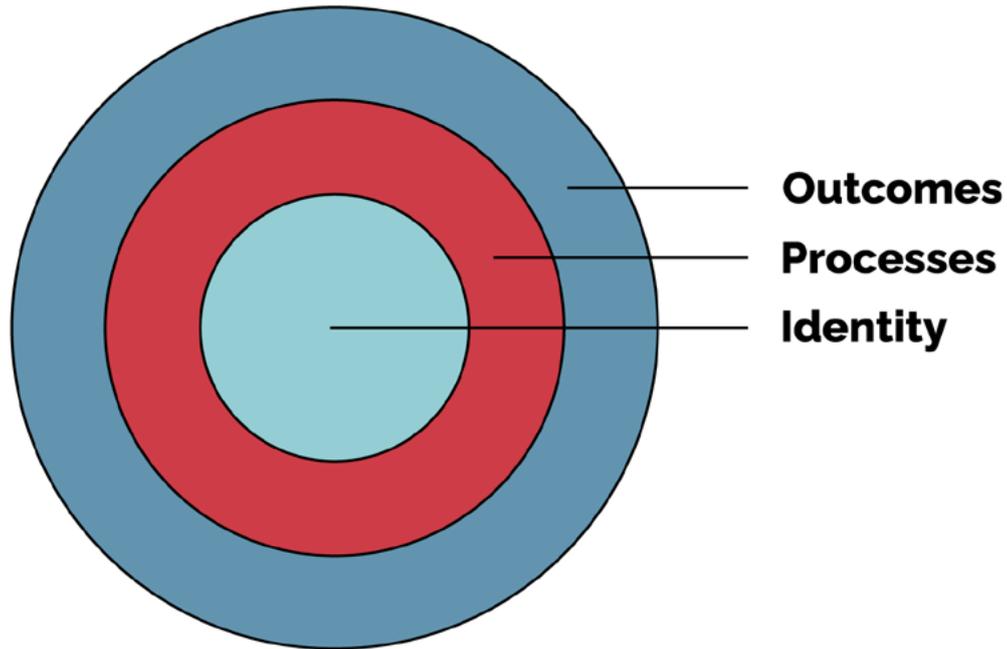
Figure 2. Clear's Three layers of Habitual Change

Clear identifies three layers of habitual change: Outcomes are about what you get. Processes are about what you do. Identity is about what you believe. According to Clear, establishing a habit successfully is not about changing the behaviour (outcomes), which most people aim at, but about what kind of person you want to become (identity). After deciding which type you want to be, you have to create small wins to prove it to yourself (which reminds me a bit of Kotter's change management theory): If you want to become a better friend (identity: "the type of person who always stays in touch") start by calling a friend each Saturday (small win).

I found Clear's notion that already one percent of change can make an enormous difference relieving. His advice: Break down big goals into small habits: If you want to become a writer (identity!), start with writing one page every day. If you want to become a reader, start with reading one chapter per day.

The coaches at the NGO that I am working for often use the method of microhabits when coaching family caregivers of people with dementia.

Together with the caregivers, they are looking for small habits for destressing (reward), which they can apply in stressful situations of caregiving (cue). For a podcast episode on self-care we have asked family carers which microhabits help them most: Some write down their thoughts every morning before they start their day, others suggested a short tapping massage, some look out of the window and watch the clouds (I actually copied this microhabitat: very relaxing – and amazing how many different cloud formations there are)

Ploughing through all the articles, books and advice about habits, I sometimes felt in the middle of a self-optimisation mania (does this word exist in English?): How can I lose more weight? How can I work more efficiently? How can I cram even more things into my day? I also wonder, if there are really "good" and "bad" habits: Isn't it often just a matter of personality and perspective? My grandmother used to drink a glass of wine every evening. Her doctor thought that this was not a good idea; in her eyes it was an excellent habit as it was one of the few pleasures she could still enjoy.

Habits can help to change life to the better and also give comfort in stormy times. However, they can also take freedom and fun from life, if they are too rigid and not suitable. Therefore, when we talk about habits, we should not only think about "how" to establish or change a habit, but also about "why" we actually want to change the habits: Which goals do I want to reach with this? Does the urge come from "inside" or "outside"? Who benefits from this change in the end?

And what does this mean for my running habit? Well, I did find some useful advice for reviving it:
- Make access to good habits as simple as possible
- Set clear and easily accessible cues
- Think of a good and immediate reward in advance
- Start small: Break up big goals in small habits
- Repeat, repeat, repeat
- Start now

And that is what I have tried to apply this week: I decided to go running during lunch breaks (one advantage of home office during the Covid-19 pandemic). Right now, I am sitting at my desk with my sports gear on, I will go running as soon as this text is finished. And: I will have a piece of chocolate afterwards – as a reward, naturally, and not due to a bad habit.

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Self-Leadership and Leaders´ Roles in Supporting Mental Wellbeing of Educators

Päivi Mayor

A lot has been required from educational leaders, even before March 2020. In many countries, financial pressure and competition for the 'best' pupils, students and staff members is fierce, particularly in private sector educational institutions. In addition, changes in societies call for an increasing speed in changing curricula. Digitalisation, even with the aim to reduce administrative workload of teaching staff, may in fact be causing more work and cognitive stress or technostress. The sudden global move to distant teaching and e-learning in the spring of 2020 also played a role in this; demanding overnight learning and the ability to deal with a number of new digital tools. These stress-increasing phenomena seem to be somewhat global; independent of the specific country or education system in question. One example of this is that In Finland there has been a lot of public discussion about the high

level of stress at schools and how many teachers have changed careers or are thinking about it (e.g. Löytömäki 2021).

Since 2017, we have had a unique perspective within the world of educational leaders with the Master's Degree in Educational Leadership (MEL) programme at Tampere University of Applied Sciences (TAMK). As of autumn 2021 there have been five cohorts and we have gotten to know over 100 educational experts and leaders, representing many countries and nationalities in all continents. The programme participants work in kindergartens, primary schools, high schools, different kinds of universities, NGOs and business organisations. Despite their diverse backgrounds they share a deep passion for continuous learning; desires to become better leaders within their contexts and the motivation to learn collaboratively with their fellow MEL students.

The MEL participants have also shared the considerable challenge of leading themselves. On top of that their demanding jobs as teachers, leaders or in-field experts, they have had to exercise high discipline and will of mind to complete the learning activities of the Master's programme.

Leading Others Starts with Self-Leadership

In the Leadership Practices course we have, among other topics, discussed the Five Leadership Practices introduced by Kouzes and Posner (2000). The practices are behaviours that anybody can demonstrate when wanting to positively influence others. They are:

- Model the way

- Inspire a shared vision

- Challenge the process

- Enable others to act

- Encourage the heart.

The first practice, Model the way, assumes that the leader must be well aware of their own values to set an example for others. The exemplary behaviour starts with the capability to lead themselves well. We cannot lead others if we can not first lead ourselves.

According to Neck and Houghton (2006) self-leadership is "a self-influence process through which people achieve the self-direction and self-motivation to perform". Houghton et. al. (2012) claim that it is "a process of behavioural and cognitive self-evaluation and self-influence whereby people achieve the self-direction and self-motivation needed to shape their behaviours in positive ways in order to enhance their overall performance."

As leaders, we embrace organisations where everybody can lead themselves. Successful self-leadership is an attractive concept where all staff members lead themselves so well that they are more productive, happy and can manage their stress levels. They are employees that can be relied on and that do not fall out. However, as will be explained in this article, supporting self-leadership of educators and educational leaders is a very significant and complex topic that deserves much more attention than it has received in the past.

Self-leadership strategies are often divided in three categories: behavioural, natural reward and constructive thought strategies. The strategies that are focused on behaviour include acts like goal-setting and observing how the goals are achieved and rewarding oneself after a positive behaviour change. Natural reward strategies tap into intrinsic motivators such as adding a motivating part in an otherwise not motivating activity (e.g. exercising with friends) or focusing on the motivating aspects of the activity. The third self-leadership strategy, constructive thought patterns focuses on aspects like positive thinking and visualising and positive self talk, as well as imagining oneself succeeding in a task (cf. Suutari 2021, 14; Houghton & Neck 2006).

The Sustainable Brain Health Project

In the Sustainable Brain Health project the aim is to improve employee well-being by developing a brain health barometer for work communities. The project focuses on cognitive ergonomics, affective ergonomics, self-direction and ethical workload. (Kestävä aivoterveys, n.d.)

72 primary school teachers from the city of Tampere currently participate in the project which started in 2020 and will continue until 2023. 93 % of the participants are women and their median working experience as teachers is 9.5 years. In autumn 2020 the participants conducted a survey that investigated a number of aspects related to workplace wellbeing and brain health.

This was a period when most of the teaching took place face-to-face again after a Covid-related lockdown in the spring. In this survey 11 % of the teachers felt that they had "very much stress", 32 % "quite a lot" and 40 % "somewhat". The reported aspects that caused brain health challenges and increased the perception of stress inclucded: constant interruptions; noise; ethical burdens (e.g. by assessing pupils); constant decision-making; overlapping changes; the need to learn new digital systems and tools; unclear communication; information overload; time pressure and the need to remember a lot of things such as pupils' names and what their learning situations were (Mayor 2021).

As to the self-leadership skills and strategies of these teachers, as measured by the Abbreviated Self-Leadership Questionnaire, (Houghton et. al. 2012) many set goals for themselves and they worked towards them. Goal-setting is a strategy that belongs to the category of behaviour-focused self-leadership skills (Suutari 2021, Mayor 2021). In Finland teacher autonomy is very high and that also includes being able to plan one's work and set goals and objectives for oneself. The least used self-leadership strategies were rewarding oneself after an accomplished task or reached goal and visualising oneself successfully performing a task. Overall, the constructive thought strategies were the least used.

When asked about what helps in managing brain burden and stress, the most mentioned sources of energy were: nice colleagues; good collaboration with others; having leaders who listen and help; having breaks between lessons as well as freedom and autonomy for making one's own decisions (Mayor 2021).

Motivation and Sixteen Basic Desires in Self-Leadership

An important factor of self-leadership is knowing what are the individual motivating factors one must pay attention to, to try to fulfil whilst staying motivated and energetic. At TAMK a scientific self-assessment survey called the Reiss Motivation Profile (RMP) has been used for about 10 years in different projects and degree programmes.

Professor of psychology and psychiatry Steven Reiss conducted large empirical studies and found that there are 16 universal life motives or basic desires that motivate all people. These basic desires are the needs for:

- Acceptance
- Beauty
- Curiosity
- Eating
- Family
- Honour
- Idealism
- Independence

- Order
- Physical activity
- Power
- Saving
- Social contact
- Status
- Tranquillity
- Vengeance

The intensity to which they are prioritised by different people is highly individual. (Reiss 2000, 2004, 2008; Mayor & Risku 2015). This creates an individually distinctive motivation profile which can be assessed by a valid and reliable self-assessment survey Reiss Motivation Profile® or RMP (The Science of Motivation, n.d.)

The participants of the Sustainable Brain Health project received their personal Reiss Motivation Profile®, coupled with a personal feedback discussion. In general, a wide range of different needs motivate teachers in their work and leisure time; there is no "typical" motivation profile for teachers, at least according to this sample. However, 42 % had low need for power, 53 % had an average need, and 5 % high. On average in a general population the numbers are about 20 % low, 60 % average and 20 % high.

One might assume that a person becomes a teacher because they want to influence people and pass their knowledge onwards. At least for these primary school teachers that did not seem to be the main motivator. Low need for power rather suggests that they were more driven by delegating power to others and not wanting to make decisions that influence other people. This aspect may explain some of the stress experiences, particularly when at the same time there is a leadership trend of sharing decision making and power to the teachers (Freund 2021), alongside an assumption that autonomy motivates them. Autonomy is important, but for most teachers there is already enough or even too much "power" in their own classroom.

Another motive that dominated in this group compared to others was low need for independence (39 %). That means that these teachers are motivated by close collaboration and teamwork with their colleagues rather than managing everything by themselves. This point is in line with respondents' self-evaluation about the aspects that help maintain motivation and work-wellbeing: Nice colleagues and collaboration with them. Maybe there is more to do to further build strong collaborative relationships in educational organisations.

The work of a primary school teacher is highly social. On a typical workday a teacher interacts not only with their own pupils but there are lots of other social contacts, and also a substantial amount of noise in the school building. The Reiss Motivation Profile® (RMP) results showed that 30 % of the teachers had low need for social contact, whereas only 15 % had high need. In the discussions with these low-need teachers the importance of leading oneself for having more private, silent time during the day rose to be an important topic. It is critical to have more of your own time and space for peaceful solitude even during the working day for better recovery.

Another goal for being able to lead oneself in a way that there is energy left at the end of the day is also the need for spending time and taking care of one's own family. 41 % of the teachers were strongly motivated by that compared to a normal group. Most teachers were women and most of them had their own children which may mean having responsibilities outside of work, too. Whilst high need for family means also being motivated for taking care of family, this combined with low need for power may still increase the level of stress.

In addition, many teachers had low need for curiosity which may have had an impact on cognitive stress. As to the motives Suutari (2021) who studies novice teachers, writes: "Individuals with low curiosity and power might find it difficult to focus on essential information and experience the abundance of information as particularly stressful." The Principals in the Sustainable Brain Health project thought that these early career teachers managed self-leadership. The school heads thought that some novice teachers had unrealistic expectations about time management (Suutari 2021). Also this aspect calls for structures and processes where more experienced teachers could mentor or coach the novice teachers for better-working self-leadership skills.

Cognitive Thought and Natural Reward Strategies

As part of the "Leadership Practices" course, the MEL students completed an assignment where their task was to collaboratively discover the topic of mental wellbeing, managing stress and preventing burnout with the use of the articles in the Educational Leadership journal's special issue "Mental Health for Educators" (December 2020). Below I have picked up some of their insights from the discussion forum:

The students thought that for better self-leadership knowing one's own values and understanding their own limitations is important. Exercising cognitive thought strategies was also highlighted. One student liked the reminder of the "not to see everything black and white: Just because I had a couple students challenge me today doesn't imply that every student is bad or that I can't figure out how to manage this better". Another helpful strategy for this student was to remind himself that difficult moments in life are not permanent. It is important to question one's own negative thoughts, release judgements and practice gratitude.

Another aspect taken up as a topic was the anxiety and fear caused by Covid. One student commented: "As someone with a high need for power/control, the beginning of the pandemic ruined my sense of wellbeing. I was anxious for the first time in my life and massively stressed." He had found out that knowing his strongest basic desires with the help of the RMP and consequently spending time in the related activities (in his case curiosity and exercise) were helpful strategies for wellbeing. This is an example of a natural reward strategy.

Another student pointed out the importance of feelings and about teachers' tendencies to hide their feelings. Particularly those with high needs for acceptance or low needs for vengeance or winning (what we can term a high need for harmony) might face this challenge more strongly than others. Educators should be supported in learning to express and share their feelings more often to reduce stress. This could be particularly helpful also for those with high needs for tranquillity.

The Role of Educational Leaders and the Organisation

In Suutari's (2021) research one of the main outcomes was the importance of recovery and how to support teachers to recover also during the work day. In addition, the MEL students in the "Leadership Practices" course had a lively discussion about the role of leadership and the organisation for supporting wellbeing. As much time should be spent on the wellbeing of teachers as is given over to the wellbeing of students, which is often not done.

Recovery vs recharging was highlighted in one student's comments as follows: "The idea that teachers are in "survival mode" by the end of term should surely be a cause for concern.! The tendency seems to be that schools organise activities, events or committees to support their staff when they have already reached breaking point, rather than supporting them consistently throughout the year and allowing opportunities to consider and support with well-being to prevent this. Schools should be supporting their staff as much as they do their students if we are to meet their education and learning goals. Empowering educators leads to education; however, the increased expectations, workload and pressures is deemed too much for some". It was mentioned that many teachers, even though being close to burnout, do not want to take sick leave because then their colleagues must cover for them.

There was criticism toward a strict set schedule and fixed timings at schools with an assumption that more lesson time would actually improve learning and lead to better results. Instead, the result may be more pressure and stress both for the students and the teachers. Research from Dubai proved that giving students (and teachers) more flexibility for planning the school work, thanks to the distance learning, the student productivity was increased (Rizvi 2021). Due to Covid time there is, however, a pressure to add more hours rather than reduce them to "catch up".

It seems to be a globally similar and significant challenge to organise recovery opportunities for teachers during the working day. For example, when teachers try to recover in their own classroom, they are surrounded by

teaching and learning related materials that automatically draw their attention to work rather than for recovery. A student suggested: "Schools should provide areas and spaces on campus that allow opportunities for recovery. Could leaders be proactive in allowing the regular access to and use of school facilities and equipment such as gyms, swimming pools, arts, crafts and theatres to support staff and promote recovery? Rather than these being seen as a reward or reactive response when staff have already reached breaking point on so-called "wellbeing days"".

It was noticed that there is little research on the impact of holidays on teachers' wellbeing and discussion whether shorter and more frequent breaks than the long summer holiday might be more useful for recovery. "I think there is a gap in the literature and discourse on this which is exploration of teachers' views on academic school calendars, the reasons for their preferences and the impact different calendars have on their performance and wellbeing. "

To support self-leadership and mental wellbeing of the educators, it is significant what the educational organisation does. Gonser (2021) suggests that instead of merely asking educators to assume self-responsibility for self-leadership, finding their own work-life balance or just exercising more, educational institutions must take a role for solving the problem by introducing different structure, processes and culture that ensure time and possibilities for self-reflection and improved self-leadership. The school could, for example:

- Establish shared agreements that include how self-care can be organised in practice.

- Organise "mini check-in therapy sessions" on mindfulness, positive psychology, and self-care strategies, hire a yoga instructor or provide other similar support .

- Institutionalise getting easy access peer support, e.g. a possibility to call a colleague for a few minute break from the classroom when things get overwhelming.

- Ensure that someone checks-in with the staff in the mornings.

- Schedule planning time for teachers (if not available yet).

- Leader should be an example of taking breaks and not working in the evenings.

We have only started to understand the real challenge, scope and the significance of this topic. It is important that there will be more research done on how to realistically improve the mental wellbeing of educational leaders, educators and teachers in different contexts. While the suggestions in this article may already be helpful, more focus should be put for investigating the topic of brain health and mental wellbeing and for creating innovative, effective, easy-to-implement approaches and tools for everyday life in the education context.

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