

The ESI Model in the Development of Future Didactics

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Abstract

The purpose of the educational act almost always expresses the contextual reality. However, promoting new theories which most often defy the logic of understanding (sinking into bureaucracy) reveals more or less contradictory rationality patterns. In this context, the diversity of learning styles expresses, or at least should express, a certain consistency as regards the idea of assuming the didactic sequences within the teaching-learning-assessment activity. Therefore, the need to apply certain specific learning strategies becomes more than necessary in today's society.

Keywords: *educational rationality models, ESI model, didactics, philosophy of education, competitive education, contextual reality*

1. Introduction

The existence of educational models within the social reality reveals a particular, specific structure, which enables the teaching-learning-assessment process. However, a judicious analysis of these models shows that the educational demand is not always satisfied in relation to the job market. In other words, when we are part of an education system, we must always relate to a certain opportunity cost.

The economic, social and political factors nearly always influence education within a system, whatever that may be. Regardless of the type of education promoted at social level, we can notice a number of issues that are aimed to outline the inconsistencies rather than the benefits resulting from the implementation of the strategies assumed by the decision-makers. Moreover, we can see that the purpose of the educational act itself does not always reveal the consistency or the coherence of the didactic sequences or, all the more so, the guarantee of professional satisfaction. Therefore, we believe that when assuming an educational model it is important to take into consideration the adaptation-pragmatism relationship.

In our opinion, such an approach of the educational reality legitimizes the assumptions related to a philosophy of education. For that matter, the new educational paradigms assumed and implemented at social level involve changes regarding the attitude, the strategies and the understanding of a pragmatic methodology, which can be adapted to the current context. Moreover, beyond the efforts of promoting an educational/ social theory, we can notice the existence of competitive education, which is meant to support performance (Cantador, I., & Conde, J. M., 2010), both at virtual level (Jwaifell, Mustafa & Al-Atyat, Khalid, 2015), as well as the level of the social reality, through motivation (Hardjito, D., 2009).

In other words, the axiological potential outlines a number of functional correlations that express the capacity of (self) adaptation and (self) generation of an education system and hence of the actors involved in its functioning (Philip, L., 2006). The pragmatism of competitive education expresses the need for methodological approaches, which justify the educational alternatives (Cherryholmes, Cleo, 1966). Thus, the methodological influences exerted in a social, purely pragmatic context, reveal certain “possible worlds”, which are aimed to explain the functioning mechanisms of the strategies assumed and implemented by the decision-makers.

2. From educational quality to qualitative educational models

The functioning mechanisms of certain educational strategies have as starting point a series of specific typologies, which are correlated with the economic/ social reality. In other words, the educational models are built based on models of (scientific) knowledge. In this context, the eligibility criteria that are specific for the educational dimension refer to the idea of moral responsibility. We are dealing with a whole process of valorisation involved by any form of didactic activity.

The multiple forms of scientific research regarding the possible educational models that may prove their effectiveness at social level outline increasingly different meanings and significances, which enjoy a rich diversity. In this context, the existing social values are analysed from the semiotic point of view and transposed into “possible educational worlds”. Moreover, by assuming such paradigms, the educational actors assume possible/ potential responsibilities that are meant to solve and somehow reduce the contradictions that lack educational pragmatism.

In this situation, we are dealing with a process of sequential organization within the didactic process. Seen from the perspective of an educational philosophy, this form of sequential organization comes to transpose the traditional elements over the current ones (without eliminating them) in order to achieve performance in the didactic activity. At first view, we could say that such an assumption is not useful at social level as long as that system functions by itself.

The issue that we would like to bring up for discussion is rather an issue of principle and adaptation. How will we be able to develop and implement future didactics at the level of a *disciplinary field*? How will we be able to achieve performance from the didactic perspective based only on the “classical” methods of approaching a lesson or didactic activity in general?

Therefore, we believe that the process of sequential organization itself should firstly involve three pillars without which the new paradigm cannot resist and most certainly cannot provide satisfaction in terms of personal performance. If such an approach is extrapolated to the dimension of sequential organization, it can reveal an epistemological understanding of a future didactics that can be useful in terms of the learning process. Thus, we believe that both the educational actors, as well as the social and economic ones can take advantage of the spiritual benefits (and, why not, the material ones as well?) after assuming and implementing such a paradigm.

The first argument for justifying this idea is that the objective reality is closely correlated with the social reality, namely the economic one. Thus, the dynamics of such a process is a dynamics of the networks of systems and not of the systems themselves. The pragmatism of such a situation lies in the fact that the axiological meanings determine pro-social behaviours, outlining the active involvement of all those engaged in the educational process.

A second argument refers to the idea of didactic consistency. Thus, the didactic explanations, which are otherwise possible through didactic transposition (Perrenoud, 1998, 487-514; Chevallard,

1978), acquire methodological consistency, allowing the reconstruction of the scientific content (Cujbă, 2015, 91-102). Therefore, we are dealing with a type of reality that highlights a specific form of social manifestation of the actors involved in the didactic activity.

Finally, a third argument outlines the idea of contextual adaptation. In this regard, we are considering the axiological and pragmatic valences of competitive education, where an important role is played by the psychological dimension. Thus, we would like to outline the need for axiological reassessments, which in today's society relates directly to the requirements of an educational paradigm. Moreover, organizing the competencies within a systemic framework of values reveals differentiations that are specific to the social responsibilities assumed. Such responsibilities are based on the experience that foregoes the action itself (the didactic activity).

Taking into account the previous ideas, we can say that the educational rationality models can be explained in terms of an educational philosophy from the perspective of competitive education. Thus, as a functional structure within a social system, competitive education reveals the indicators of the behaviour of the actors involved in the educational process, the teaching-learning-assessment process. Moreover, the educational architectonics plays a relevant role in the educational process, precisely because it enables the correlation between theory and practice (Dewey, 1904).

3. The ESI Model in the Development of Future Didactics

The analysis of several conceptual and practical situations within the educational system reveals certain specific methodologies designed to legitimize the correspondence between theory and practice. Such a methodology enables the reassessment of didactics from the epistemological/scientific perspective, taking into consideration the idea of innovation. Thus, our approach regards the dimension of alternative (complementary intuitive, scientific, etc.) didactics, which can be implemented within the theory of the disciplinary fields.

At the same time, an important role regarding the implementation of the ESI Model within the didactic activities is played by the Tesseract model, which we have tried to develop in a previous paper, taking into account precisely the relationship between alternative didactics and disciplinary field (Eşi, 2015, 7-12). Moreover, at educational, social and economic level, the didactic dimension reflected upon the operationalization of the three concepts (education, science and innovation) centralizes specific requirements of professional and personal development. Taking the risk of being accused of assuming a subjectivist, "egocentric" theory in terms of assuming and implementing the educational dimension in the context of the social and economic reality, we would like to mention the fact that the ESI Model only seeks to contribute to the valorisation of the "individuality" of education. In other words, we believe that education's form of manifestation contributes to the establishment and valorisation of the social norms.

Moreover, developing the educational contents in terms of such a correspondence enables us to validate the applicability of a didactic model whose starting point is represented by three vectors which we believe to be fundamental for a future didactics: Education, Science and Innovation. For these reasons, we will call it the **ESI Model**. Amongst the scientific bases of such a model we mention the idea of dynamic education, explained in relation to the pragmatic strategies used in the teaching-learning-assessment process. We would also like to mention that such a model can be adapted according to the contextual reality which it relates to and which it is applied to (**Figure 1**).

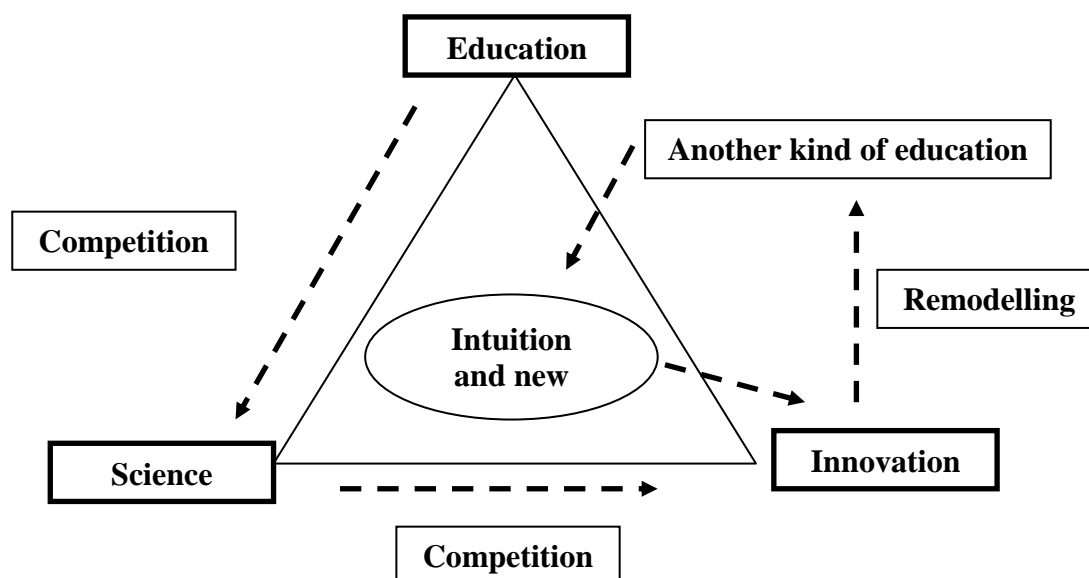


Figure 1 – The ESI Model in the dimension of applied didactics

Source: author's own elaboration

In **Figure 1** we notice that, in the ESI Model, a didactic approach that can generate performance is education. Of course, its quantitative/ qualitative assessment is quite controversial among the experts in the field, precisely because such a scale should be extrapolated to the level of the knowable inter-dimensions. On the other hand, we have chosen as starting point for the representation of this model the concept/ idea of education for reasons that are related to its applicability. In other words, wherever it is materialized, in today's society education is the reflection of the human behaviour. Furthermore, the type/ form of education also reveals the type of human behaviour of the actor involved in a didactic/ social/ economic situation.

Perhaps it is not accidental that the cognitive dimension of education reflects a certain necessity regarding the norms and valorisations that are specific to the educational process. The social dimension of communication, the responsibility and the training of the educational actors can freely transpose their values only to the extent that the pragmatic reasons are justified at social level. Such an approach is surely not one of the most successful; however, the priority attached to competitive education may meet the assumed objectives. This stage is defined by the phenomenon of epistemological remodelling/ re-adaptation. It is the moment when the old theories are eliminated/ improved with new ones. It is the moment when everything that is improved/ substituted must be justified from the epistemological perspective. That is precisely why a different kind of education can, in turn, give rise to intuition and to a new science.

This is how the strategies assumed by the decision-makers regarding the educational approach can be justified. At the same time, through the emergence of new paradigms, based on criteria of epistemological validity, the scientific theories acquire methodological consistency axiological legitimacy. Moreover, since competitive education can generate value, we can say that the science generated from this process of valorisation makes it possible to ground the assumed purposes by relating the epistemic structures to the value judgements. Thus, in the field of science, competitiveness leads to innovation, which can, in turn, generate a different type of education.

4. Conclusions and suggestions

The aim of this approach was to show the role of competitive education in a dynamic educational system in relation to the implementation and development of an educational model that I proposed regarding the idea of understanding and assuming a future didactics. We also aimed to show that, without a psychological dimension, competitive education cannot acquire educational validity, never so much as personal (subjective) validity. Such a perspective shows that the implementation of the ESI Model within epistemological didactics refers to the idea of (self) regulation of the educational process. Therefore, the complementarity between the classical strategies and those specific to the “new education” is possible only to the extent that the social reality can generate valid educational assumptions.

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