

# REVOLUTIONS IN EDUCATION

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As we look to the future of education and 'prepare for the future' as is the theme of ICPE2022, it is instructive to consider what has been said in the past about the future of education. Many revolutions in education have been predicted, and most have not come to pass. One recent example is that of MOOCs. In this presentation, I examine why these predictions have failed, revealing some important aspects of effective education.

Discussing prophesised revolutions in education which have not eventuated, will address a number of features and pitfalls, uncovering provocative ideas I see in education research. Constructivism, while deeply embedded in educational psyche and systems, has both positives and negatives underpinned by the constructivist philosophy. The challenges brought on by the multifaceted nature of education research, contentions around the evidence base are ever present. The complicated incentives for educational researchers to invent new terms and phrases for the same concept and ideas are part and parcel of their research. Recent developments in cognitive science and psychology research, readily available in the extant literature, have not been transferred and/or translated into educational practice. What is apparent is the need for more replications in authentic classrooms and contexts, generating a myriad of overlapping studies such that synthesis can lead to systematic and robust findings. In this talk I will advocate for the value of the integration, building on terms, theories, methods, evidence for systemic change in education.

## REFERENCES

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