

# Beyond The Corporate University: Culture And Pedagogy In The New Millennium

## RESTUCTURING EDUCATIONAL PEDAGOGY: A MODEL FOR DEEP CHANGE

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Numerous research studies support the claim that affect plays a critical role in decision-making and performance as it influences cognitive processes [1] [2] [3]. Despite this body of research there is insufficient theory within educational pedagogy to recognize and address the role and function of affect. The innovative models and theories that have been proposed to facilitate advancement in the field of educational pedagogy tend to focus on cognitive factors. Consequently, affective cues, which have a significant role, are often misinterpreted or ignored. We propose several new models for framing a dialogue leading to new insights and innovations that incorporate theories of affect into educational pedagogy.

### Introduction

The education establishment, including most of its research community, remains committed to the educational philosophy of the late nineteenth and early twentieth centuries, and so far none of those who challenge these hallowed traditions has been able to loosen the hold the educational establishment has on how children are taught.

- Seymour Papert, *The Children's Machine*

Education traditionally has emphasized conveying a lot of information and facts, and has not modeled the learning process. When teachers present material to the class, it is usually in a polished form that omits the natural steps of making mistakes (feeling confused), recovering from them (overcoming frustration), deconstructing what went wrong (not becoming dispirited), and starting over again (with hope and maybe even enthusiasm). Learning naturally involves failure and a host of associated affective responses. However current educational pedagogy is lacking in certain areas and must be refocused and then reengineered.

But refocusing and reengineering educational pedagogy is a non-trivial task. To justify any change let alone this two-phased change, it must be shown that past research or legacy research is obsolete or irrelevant. To make our point we need to briefly review the nature and purpose of education over the years.

In Colonial days, schools were based upon 'recitation literacy' and from the World War I era forward schools were based upon 'extraction literacy' [4]. However a major shift in intellectual abilities necessitated the requirement for students of the new millennium to understand the state of their knowledge, be able to build upon it, improve it, and apply it appropriately. In short "[s]ociety envisions graduates of school systems who can identify and

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