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Educational Landscape as a Concept of Philosophy of Education

Słowa kluczowe: filozofia edukacji, krajobraz edukacji, zmiany w krajobrazach edukacji.

Keywords: philosophy of education, educational landscape, changes at educational landscapes.

Introduction

The relevance of the research topic derives from the fact that education is an important social institution and is always in the center of civilization. Education has a function of reproduction of the human community and civilization, because in this sphere the acquired cultural values are being secured and developed. Education is the scene of the collision of economic, political, national and social interests, acting as one of the engines of the evolution of human development¹.

Over the last few centuries, education and its reflection have evolved within the framework of the Cartesian concept of rationality, which was based on New European metaphysics, which was based on the delineation of nature and the self-conscious subject². However, such a one-sided interpretation defined the idea of an up-to-date educational ideal of an intellectual that is capable of changing the world according to the laws of reason. Recently, natural sciences have shown a powerful dynamics of

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¹ Див. детальніше в монографії С. Терещицької, *Сучасні освітні ландшафти*, Київ (2016), Фенікс, 309 с.

² O. Bazaluk, *The Strategies of Systematization of the Theories of Education. The Main Meaning and Features of the Theories of Education of Plato's and Isocrates' Lines*, *Future Human Image* 7 (2017), p. 13.

change, which demonstrated the output of scientific knowledge beyond the limits of modern rationality³.

It is not a coincidence that due to globalization, such terms as «landscape», «space», «cartography», «environment», «relief» became widespread in the lexicon of humanities, independently from geography as a scientific paradigm. Now the landscape is one of the «buzzword» in a variety of research, public discussions, speeches by politicians, experts, the media, etc. This led to the emergence of a new term «educational landscape» in the field of educational research. It is now used in a number of scientific works, official documents of UNESCO, European structures and in public speeches. But the philosophical conceptualization of the educational landscape has not yet been realized.

The purpose of the article is the author's presentation of the concept of «educational landscape» as a way of learning and interpretation of education.

Educational landscape: a metaphor or a research perspective?

In the past ten years, international educational documents increasingly use the term «educational landscape». It is important to emphasize that it is used not simply as a metaphor or as a synonym for the educational system, but has its own categorical content. For example, in the 33rd Article of UNESCO Communique it is stated: «New dynamics are transforming the landscape of higher education and research. They call for partnerships and concerted action at national, regional and international levels to ensure the quality and sustainability of higher education systems worldwide, in particular in the Sub-Saharan Africa, Small Island Developing States (SIDs) and other least developed countries (LDCs). This should also include South-South and North-South-South cooperation»⁴. Here we see the separate use of the concepts of «landscape of higher education» and «higher education system». In addition, along with the landscape stands the word «dynamics», and next to the system – «sustainability». This coincidence is not accidental, it shows the different meaning that these concepts have.

Another illustrative example is the document «Higher Education, Research and Innovation: Changing Dynamics Report on the UNESCO

³ S. Terepyshchyi, *The concept of "knowledge society" in the context of information era*, Studia Warmińskie 53 (2016), p. 81.

⁴ COMMUNIQUE World Conference on Higher Education: *The New Dynamics of Higher Education and Research For Societal Change and Development* (2009), UNESCO.

Forum on Higher Education, Research and Knowledge 2001–2009»⁵, where in different contexts the term “landscape” is used: «changes in the knowledge landscapes»⁶, «changes in the landscape of higher education»⁷, «diverse landscape»⁸, «the UK high education landscape»⁹ et al. We see that the landscape, as well as in the first example, is often used together with the word «change», and also with the indication of a particular state – the United Kingdom (UK). It shows us that the term “educational landscape” can be used not only as a general metaphor in the context of change, but also specifically at the level of state education.

The third example is the annual international report «Horizon Report: 2016 Higher Education Edition» issued by the New Media Consortium in association with the «Educause» project¹⁰. In this document the term «landscape» is used eight times and the term «educational landscape» – two times. The main contexts in which this term is «the global landscape»¹¹, «the higher education landscape»¹², «today's digital landscape»¹³, «the modern educational landscape»¹⁴, «The Canadian Education Landscape»¹⁵, «the shifting landscape of higher education»¹⁶, «changing the landscape of learning»¹⁷ and others. Again, we see that the concept of «landscape» is semantically associated with changes, in addition to global ones. We see an interesting construction of the «digital landscape», which indirectly points to the important feature of these changes; the landscape is characterized as unstable. It is worth mentioning that it is used with regard to a specific country – Canada.

In addition to international documents and reports, the concept of educational landscape is also found in academic research. So, among the key researches is the thorough work «Changing Educational Landscapes»¹⁸. Among the topics that fall into the field of research, are: the qu-

⁵ J. Mouton & R. Waast, *Higher education, research and innovation: changing dynamics: report on the UNESCO forum on higher education, research and knowledge 2001–2009*.

⁶ Ibidem, p. 8.

⁷ Ibidem, p. 10.

⁸ Ibidem, p. 13.

⁹ Ibidem, p. 43.

¹⁰ L. Johnson, S. Adams, M. Cummins, V. Estrada, A. Freeman, & C. Hall, *NMC horizon report: 2016 higher education edition*, The New Media Consortium, Austin (2016).

¹¹ Ibidem, p. 8.

¹² Ibidem, p. 9.

¹³ Ibidem, p. 10.

¹⁴ Ibidem, p. 11.

¹⁵ Ibidem, p. 25.

¹⁶ Ibidem, p. 27.

¹⁷ Ibidem, p. 35.

¹⁸ D. Mattheou (ed.), *Changing educational landscapes: Educational policies, schooling systems and higher education—a comparative perspective*, Springer Science & Business Media (2010).

ality of education, the effects of new social characteristics of knowledge production, universities and prices on higher education, educational inequalities in Greece, Sweden and the United Kingdom, education, migration and integration policies in France, Minority problems in EU Member States, trends in curricula for preschoolers, intercultural competence of teachers in Japan and Finland, internationalization of higher education, review of the role of the national state in education, the role of the diaspora in education and others.

Thus, the term «educational landscape» includes not only higher education, but also secondary and even preschool education. It allows you to analyze various educational phenomena in scale – from global to local. Therefore, the educational landscape is a productive research perspective, through which you can see non-standard answers to already known issues.

In general, the concept of the landscape has been used more and more often by politicians and educators in recent times. This is an argument in defense of our position: the landscape as a concept contributes to the productivity and depth of the analysis of the most varied phenomena and processes in education at different levels in different countries and regions of the world. The analysis of the documents and works of the authors, who directly use the term «educational landscape», shows that the main branches, where the «landscape» of the discourse of education is particularly active, are:

- studying educational policy, governance, responsibility;
- internationalization and commercialization of education;
- cultural diffusion and challenges of multiculturalism in education;
- the impact of digital technology on education;
- social characteristics of knowledge production.

Different forms and types of educational landscapes are studied. Most often, authors focus on institutional issues, emphasizing different educational landscapes.

By scale:

- global;
- regional (European, Asian, Latin American); national (British, Finnish, Ukrainian);
- local (urban, rural).

By its content:

- traditional-pre-modern (patriarchal, national);
- classical-modern (Humboldt, industrial);
- futuristic¹⁹ (digital, singular).

¹⁹ S. Terepyszcz, *Futurology as a subject of social philosophy*, Studia Warminskie 52 (2015), p. 64.

By the management style:

- democratic;
- authoritarian;
- liberal.

By the economic model:

- state,
- market,
- mixed.

Each of them is not just a way of describing educational reality, but also a tool for predicting the future education trends.

Approaches to the study of educational landscapes

Taking into account the experience of using the term «educational landscape» by different authors, we can distinguish five approaches to the study of educational landscapes:

1. Educational landscape as a specific model of education in the region (individual understanding). According to this approach, the educational landscape is specific, has more or less clear boundaries (cultural, mental, geographical, economic), has its own name, which distinguishes it among others. As a rule, this name repeats the name of a country or region, but its borders may not coincide with the state or any other formal frontier. For example, in the literature, there are such concepts as «the landscape of higher education in Great Britain»²⁰, «the educational landscape of Ghana»²¹, «the German educational landscape»²², «educational landscape of India»²³, «the EU's educational landscape»²⁴, «changing landscape of Africa's education»²⁵, etc.

2. Educational landscape as a type of education (typological understanding). According to this approach, the educational landscape is not

²⁰ R. Deem, S. Hillyard, & M. Reed, *Knowledge, higher education, and the new managerialism: The changing management of UK universities*, Oxford University Press (2007).

²¹ A. Krauss, *External influences and the educational landscape: Analysis of political, economic, geographic, health and demographic factors in Ghana*, 49 (2012) Springer Science & Business Media.

²² B. Kehm & P. Pasternack, *The German "excellence initiative" and its role in restructuring the national higher education landscape*, Structuring Mass Higher Education, The Role of Elite Institutions, London: Routledge (2009), p. 113–127.

²³ S. Desai, A. Dubey, R. Vanneman, & R. Banerji, *Private schooling in India: A new educational landscape*. India Policy Forum 5 (1) (2009), p. 1–38.

²⁴ M. Lawn, *Standardizing the European education policy space*, European Educational Research Journal 10 (2) (2011), p. 259–272.

²⁵ D. Johnson (ed.), *The changing landscape of education in Africa: Quality, equality and democracy*, Symposium Books Ltd. (2008).

a specific model, but a particular cultural-historical type of education. For example, the «eastern» and «western» educational landscape²⁶, the «postcolonial educational landscape»²⁷, «mobile learning in the landscape of education»²⁸, etc. In this sense, it does not have clear boundaries and occurs on different continents and in different countries.

3. Educational landscape as a metaphor (metaphorical understanding). According to this approach, the educational landscape is a general concept used in the same meaning as «education», «education system», «educational space» and has no clearly defined characteristics. For example, it can mark changes in the educational sphere in general, and in relation to gender issues²⁹, accessibility and placement programs³⁰, the impact of globalization on the language situation in education³¹, the expansion of online education³², etc.

4. Educational landscape as a research tool (constructivist understanding). According to this approach, the educational landscape is formed by a researcher who selects certain features for their needs. For example, economists³³ are interested in financing education, so for them the educational landscape consists of budgets, incomes, expenditures. And political scientists³⁴ are interested in issues of power and authority, therefore for them the educational landscape consists of models of governance, stakeholders, authorities of various bodies, and so on. This group includes the design of educational landscapes³⁵.

5. Educational landscape as a myth (mythological understanding). According to this approach, the educational landscape is similar to my-

²⁶ K. Park, *Being Eastern on a Western educational landscape*, Doctoral dissertation (2006), University of Houston.

²⁷ N. Rassool, K. Heugh & S. Mansoor, *Global issues in language, education and development: Perspectives from postcolonial countries*, *Multilingual matters* 4 (2007).

²⁸ M. O. M. El-Hussein & J. C. Cronje, *Defining mobile learning in the higher education landscape*, *Journal of Educational Technology & Society* 13 (3) (2010), p. 12.

²⁹ J. R. Martin, *Changing the educational landscape: Philosophy, women, and curriculum*, Psychology Press (1994).

³⁰ P. M. Sadler, *Advanced Placement in a changing educational landscape*, *Promise and impact of the Advanced Placement Program* (2010), p. 3–16.

³¹ E. Shohamy & D. Gorter (ed.), *Linguistic landscape: Expanding the scenery*, Routledge (2008).

³² D. Maor, *Changing relationship: Who is the learner and who is the teacher in the online educational landscape?*, *Australasian Journal of Educational Technology* 24 (5) (2008).

³³ H. Davis, T. Evans, & C. Hickey, *A knowledge-based economy landscape: Implications for tertiary education and research training in Australia*, *Journal of Higher Education Policy and Management* 28 (3) (2006), p. 231–244.

³⁴ E. DeBray-Pelot & P. McGuinn, *The new politics of education: Analyzing the federal education policy landscape in the post-NCLB era*, *Educational Policy* 23 (1) (2009), p. 15–42.

³⁵ A. Harrison & L. Hutton, *Design for the changing educational landscape: space, place and the future of learning*, Routledge (2013).

thological systems, such as the myths of Ancient Greece, with their gods, monsters and heroes. I. Mitin, a researcher of mythogeography, explains this through the notion of palimpsest «as a model of a territorial cultural system that involves the coexistence of many contexts (sets of signs) of the same place; the autonomy of each of these contexts as one of the layers of a single palimpsest; the possibility of establishing certain rules by which each of these layers is built; the possibility of identifying certain logical (in one or another logic) relationships between the layers; existence of a certain hierarchy of layers of palimpsest of each place at each particular time point for each person (or social group); the variability of such a hierarchy of layers»³⁶. In practice, this means that in the educational landscape various dynamic layers of educational reality – administrative-command and market, centralized and decentralized, national and global can simultaneously coexist³⁷. Different characters “live” in the educational landscape as a myth.

Concept «educational landscape» in the subject field of the philosophy of education

In the philosophy of education, the conceptual content of the term «educational landscape» varies greatly from how we define education – as a process or result, as a social institution or individual quality. Obviously, each of these (and other) cases of interpretation of the educational landscape will be different.

Nevertheless, despite the above contradictions, there is a need to highlight the common features of educational landscapes – spatiality, dynamics, order, physiognomic, figurative, emergence, and others. These attributes can be extrapolated to education through a list of common issues:

- Is education sensitive to anthropological features?
- Is education sensitive to cultural features?
- Is education sensitive to spatial-temporal features?

The idea of the educational landscape, phenomenon which is put forward by the author, starts with the particular «here», the place of residence of the individual or culture, which is defined by the horizon of

³⁶ И. Митин, Место как палимпсест: мифогеографический подход в культурной географии, Феномен культуры в российской общественной географии: экспертные мнения, аналитика, концепты (2014), С. 147–156.

³⁷ D. Svyrydenko, *Plagiarism challenges at Ukrainian science and education*, Studia Warmińskie 53 (2016), p. 68.

perception of the inherent subject. Educational landscape consists of layers: cultural, historical, cognitive, and also features that distinguish it from other ways of representing educational reality (educational system, educational space, etc.). Let's look at each of these signs in more details.

- Plasticity / Dynamics. The content of this feature is the fundamental ability of the landscape to be in constant motion.
- Anthropology / vitality – a feature of the educational landscape, the content of which is attention to issues of physicality and psychological aspects (sensuality, emotionality, etc.).
- Persistence / composition. This feature of the educational landscape is to take into account the territorial characteristics of the location of educational institutions among themselves and other institutions.
- Semanticism / symbolism. The content of this feature is the cultural signs, language, traditions, mentality, etc.
- Self-efficacy / rhythm is a sign of an educational landscape that deals with different levels of perception of time.
- Scale / hybridity. This feature of the educational landscape is understood as a combination of different ontologies (conflict, interaction, reconciliation of ontologies) that are manifested in the phenomenon of hybrid education³⁸, which has an ambivalent meaning – both productive and conproductive.
- Contextual / situational. An important feature of modern educational landscapes is the context in which the dynamics of educational change and the specific situation of analysis, which should be taken into account as research conditions are unfolded.

Of course, this list of features of the educational landscape is an author's interpretation and does not claim universality. At the same time, the movement is no longer possible without defining what is meant by the educational landscape within this work. Earlier it was noted that the task of this work is to approach the definition of the landscape as a philosophical concept. Given the above caveats, we define the term educational landscape in the broadest sense – as the notion of philosophy of education:

The educational landscape is a philosophical concept for denoting the totality of spatial, socio-economic, political, cultural and anthropological characteristics of education that varies within a particular region in the process of preservation, transfer and production of knowledge.

The vast majority of interpretations of the educational landscape by various authors are covered by the above definition. But besides the qu-

³⁸ O. Gomilko, D. Svyrydenko, S. Terepyschchy, *Hybridity in the higher education of Ukraine: global logic or local idiosyncrasy?*, *Philosophy and Cosmology* 17 (2016), p. 178.

estion «what is the educational landscape?» a number of methodological problems arise: «what can we know about a specific educational landscape?», «how can we explore it?», «what new knowledge can we get in the result of this research? «And so on. But these issues go well beyond the scope of this article and will be the subject of future research.

Discussion and concluding remarks

The world community is showing the growing attention to education as a cultural and economic means of human development. And it is not a coincident. Education and knowledge have always been at the center of civilization, unlike barbarism, where power was respected. Where is education, there is an economy where there is an economy – there is trade, where there is trade – there is no war. History shows that education plays an important role in the issue of neutralizing of various conflicts, which is especially relevant in connection with the ongoing conflict in Ukraine. And this is understandable, because national memory and national ideology are largely a product of education.

In the humanities there is a change in the generally accepted norms and standards. At present, these industries are constantly changing, opening up for the influence of natural science, becoming multidisciplinary fields of activity and increasingly penetrating one another. There is a shift from an emphasis on research of canonical works of philosophy, history, literature and art to widening the boundaries for the right to be included in this discourse, for example, everyday writings (diaries and family photos) that are related to the recording and the memories of the information of the everyday world. In modern philosophical reflection, the rehabilitation of man as a living body-being entity is taking place. Unlike the Cartesian dichotomy of the spirit and body, modern philosophical and anthropological version of man sees in its corporeality its fundamental ontological trait.

These trends are particularly distinct within Western humanities and social sciences, where in recent decades there has been a marked interest in a number of geographic issues. It is shown by the vocabulary of such terms as «landscape», «place», «space», «cartography», «settlement», «globalization», «environment», etc., which have become widespread regardless of geography as a scientific discipline. This new «geographic turn» has a number of sources, including postcolonial consciousness, the analysis of areas of cultural domination and resistance, the modification of large social development concepts, the decentralization of the human

subject, the activation of environmental criticism, the re-creation of subjectivity and cultural identity, and also knowledge (including self-knowledge) in terms of the location of the subject and its movement.

For a long time the concept of the landscape was used mainly in geography and related sciences. Though, it also existed in art (mainly in romantic poetry and landscape painting), but these values were considered unscientific, therefore they were not taken into account. Over time, the situation has begun to change, and now the landscape is one of the «buzzword» in a variety of research, public discussions, speeches by politicians, experts, the media, and so on. Nowadays, scientists can no longer ignore this expansion, considering this term to be purely geographical.

Modern research of education is based on both natural sciences and socio-humanist theories and methods of cognition. Therefore, it is logical that in the field of research education there is the notion of «educational landscape». The idea of the phenomenon of the educational landscape rests on the concrete «here», the place of residence of the individual or culture, which is defined by the horizon of perception, inherent to the subject as a living body entity. The educational landscape has features that distinguish it from other ways of representing educational reality (educational system, educational space etc.).

The development of educational landscapes should be carried out not through unification but through polycentric discourse, which focuses on the constructive dialogue of many political strategies and values. This will ensure a higher level of quality and availability of scientific and educational services. Cartography of the educational landscape, as well as any other mapping, should adhere to a balance between a plurality of informativity and a clear understanding in the eyes of all subjects of educational practice. In this regard, it is extremely important to observe the principles of objectivity, multi-tasking, liberalization and the flexibility of educational standards. This kind of education can prepare a person for the life in the future world, which we can't imagine, but which is born before our eyes.

However, the array of what is yet to be studied in educational landscapes is much times greater than what is presented in this article. Prospects for research in the field of educational landscapes are extremely versatile. In this paper it was found that the phenomenon of the educational landscape is centered around three poles: subjective (individual), intersubjective (society) and symbolic (culture). Each of these aspects requires a more thorough analysis that has a significant heuristic potential. It was also possible to identify five main approaches to the educational landscape: individual, typological, metaphorical, constructivist, and

mythological. Each of these approaches (and their interaction) can become an interesting subject of analysis in future works. Among other plots that are likely to be interested in future researchers are, first of all, branch studies of educational landscapes, identification of factors and patterns of dynamics of their changes, comparative studies of educational landscapes of different regions and countries, forecasting and planning of educational landscapes, institutionalization of educational landscapes, anthropotechnical practices in educational landscapes, aesthetics of educational landscapes, educational landscape design and many others.

KRAJOBRAZ SZKOLNICTWA JAKO WYPADKOWA KONCEPCJI EDUKACJI

(STRESZCZENIE)

W artykule przeprowadzono analizę zależności krajobrazu szkolnictwa od przyjętej koncepcji edukacji. Zostały opisane cechy, które charakteryzują rzeczywistość edukacyjną: elastyczność, dynamiczność, antropologiczność, przestrzenność, kompozycyjność, semantyczność, symboliczność, temporalność, rytmiczność, hybrydowość, kontekstualność, sytuacyjność. Krajobraz szkolnictwa został ukazany także jako ważne zjawisko społeczne, ogniskujące się wokół trzech wymiarów: podmiotowego („jednostki”), interpodmiotowego („społeczeństwa”) i symbolicznego („kultury”). Wyodrębniono również pięć głównych podejść do edukacji: indywidualne, typologiczne, metaforyczne, konstruktywistyczne oraz mitologiczne. Wskazano perspektywy dalszych badań w zakresie typologii oraz metod analizy krajobrazów szkolnictwa.

EDUCATIONAL LANDSCAPE AS A CONCEPT OF PHILOSOPHY OF EDUCATION

(SUMMARY)

The article analyzes the educational landscape in the subject field of the philosophy of education. Characteristics that distinguish this concept from other ways of representing educational reality are described: plasticity, dynamism, anthropology, vitality, spatiality, compositionality, semanticity, symbolism, temporality, rhythmicity, polyscale, hybridity, contextuality, situationality. The general paradigm of studying the educational landscape as a social phenomenon is proposed. The three poles are shown, around which the study of educational landscapes is centered: subjective («individual»), intersubjective («society»), symbolic («culture»). Five basic approaches were identified: individual, typological, metaphorical, constructivist, and mythological. Prospects of research in the field of typology and methods of research of educational landscapes are outlined.