

Original Article

The Evolution of the Educational Organization Concept: Navigating from Turmoil to Enaction

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Introduction

Throughout the history of human societies, the educational organization has served as a fundamental framework for managing teaching and learning processes. From ancient Greece to the present day, it has evolved through two distinct periods, each heavily influenced by the industrial revolution. However, in today's rapidly changing society, characterized by the repercussions of the industrial revolution, we are confronted with new challenges and complexities that necessitate a critical reevaluation of this foundational concept.

Method

Using logical inference as the primary research method, our study embarked on two key phases. Firstly, a comprehensive review of historical documents was conducted to trace the evolution of the educational organization concept from ancient Greece to the modern era. Subsequently, employing the conceptual analysis method, we synthesized insights to propose a novel framework for conceptualizing educational organizations.

Results

This article delves into the evolutionary trajectory of the educational organization concept from ancient Greece to the present day. Furthermore, it introduces an alternative interpretation of educational organization through the lens of neurophenomenology. Initially, the study highlights two distinct

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historical periods characterized by ambiguity and dependence for educational organizations. Preceding the industrial revolution, educational structures lacked definitive characteristics, with education being dispersed among various institutions and individuals. Post-industrial revolution, influenced by management theories and governmental and industrial organizations, educational organization acquired a more defined structure and purpose, as elucidated through relevant theories. Subsequently, the discourse shifts towards exploring a novel conception of educational organization, grounded in the creative insights of neurophenomenological approaches to learning and cognition.

Discussion

With our redefined concept of educational organization, we observe a significant expansion in the role of "place" within the broader context of environment and society. Meanwhile, the traditional constraints of "time" are rendered obsolete, allowing for more flexible learning experiences. The notion of the "learner" is no longer confined but rather shaped by the dynamic interplay of conditions, paths, and the temporal and spatial dimensions of learning. Similarly, the conventional perception of the "teacher" extends beyond a mere hired individual to encompass anyone or anything that facilitates the learning journey for students. Moreover, the teaching-leadership paradigm of educational organizations undergoes a profound shift from static to dynamic, monophonic to polyphonic, and centralization to decentralization. This transformative approach epitomizes the ethos of innovative educational organizations, which aim to reintegrate the fundamental elements of "humanity" and "life" into the educational landscape.

Keywords: educational organization, organization's shadow era, dependence era, enaction era

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