What does cultural ecological modelling reveal about opportunities and constraints in educational systems?

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Abstract

The cultural ecological dynamics of educational systems can be modelled as interactions between organisational structures, educational resources, and the people involved in them. Policy is typically generated externally and applied to the system. Whereas this may facilitate achieving certain (mainly political and economic) objectives, it may also constrain educational potential. Drawing on recent research on location-sensitive governance and educationally inclusive architecture, I will look at the challenge of designing educational environments that are adaptive to local conditions and the good practice associated with those conditions.

All of the publications mentioned in the presentation and in the list below are available to download from my ResearchGate page: [https://www.researchgate.net/profile/Patrick_Dillon](https://www.researchgate.net/profile/Patrick_Dillon)

The educationally inclusive architecture case study is:


The location-sensitive governance case study is:


The young people’s emotional engagement with their school grounds case study is:


Other recent papers on aspects of cultural ecology:

