

# Review of: "Tackling Tradition in Education"

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**Potential competing interests:** No potential competing interests to declare.

I am sorry about my English. I hope I make me understand.

Your starting point is very important, very open, very relevant, very holistic. I would define it as global education paradigm is not anymore useful to educate all people, regardless of cultures and traditions backgrounds.

To pursue such a query is very demanding. You end your paper without a conclusion and in low profile, praising *Communication Opportunity Group Strategy* approach. What about economics and politics and western/English supremacism worldwide?

I agree communication approach to learning is very relevant. Why would it be enough or pivotal in the stimulant and open query? You do not answer this question.

I agree history could be a way to frame education changes we are experiencing. However, you fail in history basic criteria. You present historical phases without any reference to the raisons you may have to choose these time spans (DC, 500-1500 AC, post 1500, 21sts century).

You use inappropriately the name of modern countries to refer to ancient modes of education models.

It seems your main analytic concept would be tradition versus progressive thinking about education. Somehow you lose your way writing the paper. No reference to that opposition in the end. After reading your paper cross my mind you use these two concepts as moral connotated words, bad and good. In my mind progress is not anymore, a good thing that happens to us, since – as you mention – very bad things are happening in schools. “Higher performances (...) to assist progress” are not anymore, the unquestionable good political ideas they used to be, decades ago. Merit criticism and ecological criticism are overwhelming, today.

I recall a Robert Merton’s sociological paper on latent functions where he challenged sociologists to find out what are the hidden institutional functions that everybody knew and follow and do not recognize or express verbally or in paper. Given the data you mention about the student’s cognitive (un)success all over the world, you may consider that modern schooling pursuit latent functions different from those of spreading knowledge. Maybe, say many scholars, education did become a business, an industry. The end results will not be people able to work – since nobody knows what kind of work would be needed in five or ten years. Maybe the pursuit results are money and education system growth.

