



مجلة



كلية التربية

مجلة علمية محكمة. ربع سنوية



السنة الحادية عشرة
العدد (٣٦)

أكتوبر ٢٠٢٢
(الجزء الثاني)



الرؤية



أن تكون دورية علمية متميزة متخصصة في نشر المقالات والبحوث التربوية والنفسية. نسعى إلى التميز في نشر الفكر التربوي المتجدد والمعاصر، والإنتاج العلمي ذي الجودة العالية للباحثين في مجال: التربية وعلم النفس، بما يعكس متابعة المستجدات، ويحقق التواصل بين النظرية والتطبيق

المجلة العلمية

التربية

الرسالة



نشر وتاصيل الثقافة العلمية بين المتخصصين في المعاهد والمؤسسات العلمية المناظرة والمختصين من التربويين في الميدان التربوي من المعلمين والقيادات التربوية والباحثين، والارتقاء بمستوى الأداء في مجال التدريس والبحث العلمي من خلال نشر الأبحاث المبتكرة وعرض الخبرات الإبداعية ذات الصلة بهذا المجال. وإيجاد قنوات للتواصل والتفاعل بين أهل التخصصات المختلفة في الميدان التربوي على المستوى المحلي، والعربي، والدولي، مع تأكيد التنوع والانفتاح والانضباط المنهجي، ومتابعة الاتجاهات العلمية والفكرية الحديثة في المجال التربوي ونقلها للأوساط التربوية في مستوياتها المختلفة بغرض المساهمة في صناعة المعرفة



حقوق الطبع محفوظة

الترقيم الدولي للطباعة : 2314-7423

الترقيم الدولي الإلكتروني : 2735-5691

البريد الإلكتروني: j_foed@Aru.edu.eg
الموقع الإلكتروني: https://foej.journals.ekb.eg

الترقيم الدولي للطباعة : 2314-7423
الترقيم الدولي الإلكتروني : 2735-5691

مجلة كلية التربية

علمية محكمة ربع سنوية

(السنة الحادية عشر - العدد السادس والثلاثون - الجزء الثاني - أكتوبر ٢٠٢٢)

<https://foej.journals.ekb.eg>

j_foia@aru.edu.eg



قائمة هيئة تحرير مجلة كلية التربية جامعة العريش

م	الاسم	الدرجة والتخصص	الصفة
أولاً - الهيئة الإدارية للتحرير (مجلس الإدارة)			
١	أ.د. السيد كامل الشريبي	أستاذ الصحة النفسية	عميد الكلية - رئيس مجلس الإدارة
٢	أ.د. محمود علي السيد	أستاذ. علم النفس التربوي	وكيل الكلية للدراسات العليا - نائب رئيس مجلس الإدارة
٣	أ.د. زكريا محمد هيبه	أستاذ تربية الطفل بقسم أصول التربية	وكيل الكلية لشؤون التعليم والطلاب - عضو مجلس الإدارة
٤	أ.د. كمال عبد الوهاب	أستاذ الإدارة التعليمية والتربية المقارنة	وكيل الكلية لشؤون خدمة المجتمع - عضو مجلس الإدارة
٥	أ.د. أحمد عبد العظيم سالم	أستاذ أصول التربية	أستاذ أصول التربية والتخطيط التربوي - عضو مجلس الإدارة
ثانياً- الهيئة الفنية (الفريق التنفيذي) للتحرير			
٦	أ.د. محمد رجب فضل الله	أستاذ المناهج وطرق التدريس	رئيس التحرير (رئيس الفريق التنفيذي)
٧	د. كمال طاهر موسى	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	عضو هيئة تحرير - مسؤول الطباعة والنشر والتدقيق اللغوي
٨	د. محمد علام طلبه	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	عضو هيئة تحرير - مسؤول متابعة أعمال التحكيم والنشر
٩	د. ضياء أبو عاصي فيصل	أستاذ مساعد (مشارك) - بقسم	عضو هيئة تحرير - مسؤول متابعة الأمور المالية

	الصحة النفسية		
عضو هيئة تحرير - مسؤول الاتصال والعلاقات الخارجية	مدرس (أستاذ مساعد) - مناهج وطرق التدريس	د. ناسي عمر جعفر	١٠

ثالثاً- الهيئة الفنية (المعاونة) للفريق التنفيذي للتحرير

عضو هيئة تحرير - إدارة الموقع الالكتروني للمجلة	مدرس مساعد تكنولوجيا تعليم	م.م. أحمد محمد حسن سالم	١١
عضو هيئة تحرير - مساعد لمسؤول متابعة أعمال التحكيم والنشر - تجهيز العدد للنشر	مدرس مساعد بقسم التربية المقارنة والإدارة التعليمية	م.م. ناصر أحمد عابدين مهران	١٢
عضو هيئة تحرير - إداري ومسؤول التواصل مع الباحثين	أخصائي علاقات علمية وثقافية - باحثة دكتوراه	أ. أسماء محمد الشاعر	١٣
عضو هيئة تحرير - المسؤول المالي	مدير إدارة الشؤون المالية	أ.محمود إبراهيم محمد	١٤

رابعاً - أعضاء هيئة التحرير من الخارج

كلية التربية - جامعة أسيوط	أستاذ المناهج وطرق التدريس	أ.د عبد الرازق مختار محمود	١٥
المركز القومي للامتحانات والتقييم التربوي	أستاذ علم النفس التربوي	أ.د مایسة فاضل أبو مسلم أحمد	١٦

قائمة الهيئة الاستشارية الدولية لـمجلة كلية التربية جامعة العريش

م	الاسم	التخصص	مكان العمل وأهم المهام الأكاديمية والإدارية
١	أ.د إبراهيم احمد غنيم ضيف	أستاذ المناهج وطرق تدريس التعليم الصناعي	نائب رئيس جامعة قناة السويس، وزير التربية والتعليم الأسبق - المستشار الساق للخطط الاستراتيجية وجودة التعليم لجامعة نايف العربية للعلوم الأمنية التابعة لجامعة الدول العربية.
٢	أ.د إمام مصطفى سيد محمد	أستاذ علم النفس التربوي	- رئيس قسم علم النفس التربوي، ووكيل كلية التربية بأسبوط (سابقاً) - مدير مركز اكتشاف الاطفال الموهوبين بجامعة اسبوط - - المستشار العلمي للمركز الوطني لأبحاث الموهبة والابداع بجامعة الملك فيصل - المملكة العربية السعودية.
٣	أ.د بيومي محمد ضحاوي	أستاذ الإدارة التعليمية والتربية المقارنة	وكيل شئون خدمة المجتمع وتنمية البيئة " سابقاً" - مقرر اللجنة العلمية الدائمة لترقية الأساتذة والأساتذة المساعدين في الإدارة التعليمية والتربية المقارنة - المجلس الأعلى للجامعات. مراجع معتمد لدى الهيئة القومية لضمان جودة التعليم والاعتماد.
٤	أ.د حسن سيد حسن شحاته	أستاذ المناهج وطرق تدريس اللغة العربية	رئيس قسم المناهج وطرق التدريس سابقاً - مقرر اللجنة العلمية الدائمة لترقية الأساتذة تخصص المناهج وطرق التدريس وتكنولوجيا التعليم
٥	أ.د رضا السيد محمود حجازي	أستاذ باحث في المناهج وطرق تدريس العلوم	نائب مدير الأكاديمية المهنية للمعلمين - وكيل أول وزارة التربية والتعليم- رئيس قطاع التعليم. نائب وزير التربية والتعليم لشؤون المعلمين " حالياً "
٦	أ.د رضا مسعد ابو عصر	أستاذ المناهج وطرق تدريس	وكيل أول وزارة التربية والتعليم " سابقاً " - أمين اللجنة العلمية لترقيات الأساتذة والأساتذة المساعدين للمناهج وطرق

التدريس-رئيس الجمعية المصرية لتربويات الرياضيات " حالياً"		الرياضيات		
عميد كلية التربية النوعية بينها-مدير الأكاديمية المهنية للمعلمين " سابقاً " - مدير المركز القومي للامتحانات والتقويم التربوي " حالياً"	جامعة بنها مصر	أستاذ علم النفس التربوي	أ.د رمضان محمد رمضان	٧
العميد الأسبق لكلية التربية بالعريش- نائب رئيس الجامعة للدراسات العليا والبحوث - قائم " حالياً" بأعمال رئيس جامعة العريش.	جامعة العريش مصر	أستاذ المناهج وطرق تدريس اللغة العربية	أ.د سعيد عبد الله رفاعي لافي	٨
نائب رئيس جامعة الإسكندرية، ورئيس جامعة دمنهور الأسبق - خبير التخطيط الاستراتيجي وإعداد التقارير السنوية بالجامعات السعودية.	جامعة الإسكندرية - مصر	أستاذ المناهج وطرق تدريس الاجتماعيات	أ.د سعيد عبده نافع	٩
العميد الأسبق لكلية التربية بجامعة أسيوط - مدير مركز تطوير التعليم الجامعي، والمشرف على فرع الهيئة القومية لضمان جودة التعليم والاعتماد - أمين لجنة قطاع الدراسات التربوية بالمجلس الأعلى للجامعات.	جامعة أسيوط مصر	أستاذ اجتماعيات التربية	أ.د عبد التواب عبد اللاه دسوقي	١٠
منسق الاعتماد الأكاديمي، وعميد كلية التربية - جامعة الإمارات " سابقاً" - وزير التربية والتعليم باليمن " سابقاً" - خبير الجودة بمكتب التربية العربي لدول الخليج	جامعة صنعاء اليمن	أستاذ مناهج وطرق تدريس العلوم	أ.د عبد اللطيف حسين حيدر	١١
منسق برنامج تطوير كليات التربية FOER التابع لمشروع تطوير التعليم ERP ، واستشاري التنمية المهنية والمؤسسية POD التابع لمشروع تطوير التعليم ERP (سابقاً). أستاذ زائر بكلية الإنسانيات، بجامعة كالرتون بكندا ٢٠٢٠	جامعة جنوب الوادي - مصر	أستاذ مناهج وطرق تدريس اللغة الإنجليزية	أ.د عنتر صلحي عبد اللاه طلبية	١٢

١٣	أ.د عوشة احمد المهيري	أستاذ التربية الخاصة	جامعة الإمارات الإمارات	رئيس قسم التربية الخاصة - مساعد عميد كلية التربية بجامعة الإمارات لشؤون الطلبة.
١٤	أ.د الغريب زاهر إسماعيل	أستاذ تكنولوجيا التعليم	جامعة المنصورة مصر	- مقرر اللجنة العلمية الدائمة لترقية الأساتذة المساعدين في المناهج وطرق التدريس وتكنولوجيا التعليم . - رئيس مجلس إدارة الجمعية الدولية للتعليم والتعلم الالكتروني-مدير أمانة اتحاد جامعات العالم الإسلامي ، ومدير مديرية التربية بمنظمة الإيسيسكو " سابقاً "
١٥	أ.د ماهر اسماعيل صبري	أستاذ مناهج وطرق تدريس العلوم	جامعة بنها مصر	رئيس قسم المناهج وطرق التدريس وتكنولوجيا التعليم " السابق بكلية التربية - جامعة بنها" - رئيس مجلس إدارة رابطة التربويين العرب
١٦	أ.د محمد ابراهيم الدسوقي	أستاذ تكنولوجيا التعليم	جامعة حلوان مصر	نائب مدير الأكاديمية المهنية للمعلمين " سابقاً " - رئيس مجلس إدارة الجمعية المصرية للكمبيوتر التعليمي
١٧	أ.د محمد عبد الظاهر الطيب	أستاذ علم النفس الكلينيكي والعلاج النفسي	جامعة طنطا مصر	العميد الأسبق لكلية التربية بجامعة طنطا- خبير بالهيئة القومية لضمان جودة التعليم والاعتماد بمصر، ويقطاع كليات التربية بالمجلس الأعلى للجامعات.
١٨	أ.د محمد الشيخ حمود	أستاذ الصحة النفسية	جامعة دمشق - سوريا	خريج جامعة لايبزيغ - ألمانيا -رئيس قسم الصحة النفسية والتربية التجريبية وعميد لكلية التربية جامعة دمشق - سوريا- "سابقاً" - عضو الجمعية الأمريكية للإرشاد النفسي ACA - رئيس التحرير " السابق" لمجلة اتحاد الجامعات العربية للتربية وعلم النفس.
١٩	أ.د مصطفى بن أحمد الحكيم	أستاذ الأصول الدينية للتربية . التربية الأسرية	وزارة التربية الوطنية - المغرب	-خبير تربوي بوزارة التربية الوطنية والتعليم العالي والبحث العلمي بالمغرب - رئيس مجلس إدارة المركز الدولي للاستراتيجيات التربوية والأسرية- بريطانيا

٢٠	أ.د مهني محمد ابراهيم غنايم	أستاذ التخطيط التربوي واقصاديات التعليم	جامعة المنصورة - مصر	العميد السابق لكلية الآداب بدمياط - مدير مركز تطوير التعليم الجامعي بجامعة المنصورة - مقرر اللجنة العلمية لترقية الأساتذة والأساتذة المساعدين في أصول التربية والتخطيط التربوي
٢١	أ.د ناصر أحمد الخوالده	أستاذ مناهج وطرق تدريس التربية الاسلامية	الجامعة الأردنية - الأردن	عميد كلية الدراسات الإنسانية التربوية بعمان- نائب ثم رئيس جامعة العلوم الإسلامية العالمية " سابقاً" - خريج جامعة نبراسكا - بريطانيا.
٢٢	أ.د نيف بن رشيد الجابري	أستاذ اقتصاديات التعليم وسياسته	جامعة طيبة - السعودية	عميد كلية التربية بجامعة طيبة بالمدينة المنورة" سابقاً" - المشرف العام على البحوث والبيانات مهيئة تقويم التعليم والتدريب بالمملكة - وكيل وزارة التعليم بالسعودية" سابقاً".
٢٣	أ.د يوسف الحسيني الإمام	أستاذ تربويات الرياضيات	جامعة طنطا مصر	الوكيل السابق للدراسات العليا والبحوث بجامعة طنطا - عضو فريق الاعتماد الأكاديمي لكلية التربية بجامعة الإمارات " سابقاً" -

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوافر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث - عبر موقع المجلة بينك المعرفة المصري

<https://foej.journals.ekb.eg>

الالكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٤، وهوامش حجم الواحد

منها ٢.٥سم، مع مراعاة أن تنسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن

(Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يتم فور وصول البحث مراجعة مدى مطابقتها من حيث الشكل لبنط وحجم الخط ، والتنسيق

، والحجم وفقاً لقالب النشر المعتمد للمجلة ، علماً بأنه يتم تقدير الحجم وفقاً لهذا القالب ،

ومن ثم تقدير رسوم تحكيمه ونشره.

٥. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول

والملاحق عن (٢٥) صفحة وفقاً لقالب المجلة. (الزيادة برسوم إضافية). ويتم تقدير عدد

الصفحات بمعرفة هيئة التحرير قبل البدء في إجراءات التحكيم

٦. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية،

والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٧. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب

عنوان البحث مرة أخرى على الصفحة الأولى من البحث ، والالتزام في ذلك بضوابط رفع

البحث على الموقع.

٨. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة

"الباحث"، ويتم أيضاً التلخص من أية إشارات أخرى تدل على هوية المؤلف.

٩. البحوث التي تقدم للنشر لا تعاد لأصحابها سواء قبل البحث للنشر، أو لم يُقبل. وتحتفظ

هيئة التحرير بحقوقها في تحديد أولويات نشر البحوث.

١٠. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشتمل على ملخص البحث في أي من اللغتين ، وعلى الكلمات المفتاحية له.
١١. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر. وإرساله مع إيصال السداد ، أو صورة الحوالة البريدية أو البنكية عبر إيميل المجلة J_foea@Aru.edu.eg قبل البدء في إجراءات التحكيم
١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.
١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.
١٤. في حالة قبول البحث يتم رفعه على موقع المجلة على بنك المعرفة المصري ضمن العدد المحدد له من قبل هيئة التحرير ، ويُرسل للباحث نسخة بي دي أف من العدد ، وكذلك نسخة بي دي أف من البحث (مستلة).
١٥. يمكن - في حالة الحاجة - توفير نسخة ورقية من العدد ، ومن المستلزمات مقابل رسوم تكلفة الطباعة ، ورسوم البريد في حالة إرسالها بريدياً داخل مصر أو خارجها.
١٦. يجدر بالباحثين (بعد إرسال بحوثهم ، وحتى يتم النشر) المتابعة المستمرة لكل من:
-موقع المجلة المربوط ببنك المعرفة المصري

<https://foej.journals.ekb.eg>

-وبريده الإلكتروني الشخصي لمتابعة خط سير البحث عبر رسائل تصله تبعاً من إيميل

المجلة الرسمي على موقع الجامعة J_foea@Aru.edu.eg

جميع إجراءات تلقي البحث، وتحكيمه، وتعديله، وقبوله للنشر، ونشره ؛ تتم عبر موقع المجلة ، وإيصالها الرسمي، ولا يُعد بأي تواصل بأية وسيلة أخرى غير هاتين الوسيلتين الإلكترونيتين.

محتويات العدد (السادس والثلاثون) الجزء الثاني

هيئة التحرير		السنة السابعة	
الصفحات	الباحث	عنوان البحث	الرقم
بحوث العدد			
		<p>المساندة الإجتماعية وعلاقتها بمستوى التفاؤل لدى أطفال ما قبل المدرسة إعداد د. هالة فؤاد سعيد عطية مدرس الصحة النفسية جامعة العريش - كلية التربية</p>	١
		<p>فاعلية توظيف القصص الرقمية المرتبطة بالثقافة المحلية في تنمية بعض مهارات الفهم الاستماعي لدى أطفال الروضة بسيناء إعداد الباحثة/ إسماء سعيد عبدالله الترياني مدرس مساعد المناهج وطرق تدريس رياض الأطفال كلية التربية - جامعة العريش أ.د/ محمد رجب فضل الله أستاذ المناهج وطرق تدريس اللغة العربية كلية التربية - جامعة العريش أ.م.د/ نجوى الصاوي أحمد بدر أستاذ مناهج الطفل المساعد كلية التربية للطفولة المبكرة جامعة القاهرة أ.م.د/ منى محمد عبدالله يوسف</p>	٢

<p>أستاذ مناهج الطفل المساعد كلية التربية للطفولة المبكرة جامعة القاهرة</p>	
<p>القيم التربوية في القصص القرآني علي ضوء مقاصد الشريعة الإسلامية - دراسة تحليلية إعداد الباحث/ حسين السيد حسين البنديري مدير المتابعة بأوقاف شمال سيناء أ.د. محمد عبدالوهاب الصيرفي أستاذ أصول التربية المتفرغ كلية التربية - جامعة السويس أ.د. رزق منصور بديوي أستاذ أصول التربية المتفرغ كلية التربية - جامعة العريش</p>	<p>٣</p>
<p>فاعلية استخدام نموذج بايبي البنائي في تنمية مهارات الفهم القرائي لدى تلاميذ المرحلة الابتدائية إعداد الباحثة/ بسمة إبراهيم حسين يوسف أ.د. محمد رجب فضل الله أستاذ المناهج وطرق تدريس اللغة العربية كلية التربية - جامعة العريش أ.د. عبدالحميد زهري سعد أستاذ المناهج وطرق تدريس اللغة العربية</p>	<p>٤</p>

<p>كلية التربية - جامعة السويس</p>	
<p>دور الأفلام الوثائقية البيئية في تنمية الوعي البيئي لدى طلاب المرحلة الإعدادية بشمال سيناء إعداد الباحث/ عبد الله عطيه محمد عوده د. رضوان مصطفى رضوان أستاذ المناهج وطرق التدريس المساعد كلية التربية الرياضية - جامعة العريش د. أحمد عبد الرحمن الشطوري أستاذ العلوم الحيوية والصحة الرياضية المساعد كلية التربية الرياضية - جامعة العريش</p>	<p>٥</p>
<p>الخصائص السيكومترية لقياس أبراكسيا الكلام لدى تلاميذ المرحلة الابتدائية إعداد الباحث/ محمود حمدي شكري سلامة أ.د. عبد الحميد محمد على أستاذ الصحة النفسية كلية التربية - جامعة العريش أ.د. تهاني محمد عثمان مني أستاذ التربية الخاصة كلية التربية - جامعة العريش</p>	<p>٦</p>
<p>تصور مقترح لدور خدمة الفرد في التخفيف من التنمر لدى الشباب الجامعي إعداد</p>	<p>٧</p>

<p>الباحث/ محمود منصور فهمي قناوي أ.د. محمد شحاته مبروك شحاته المعهد العالي للخدمة الاجتماعية بقنا د. أحمد عبد الرحمن الشطوري أستاذ العلوم الحيوية والصحة الرياضية المساعد كلية التربية الرياضية - جامعة العريش</p>	
<p>متطلبات القدرة التنافسية بالجامعات المصرية إعداد الباحثة/ مها سمير محمود مدرس مساعد بقسم أصول التربية أ.د. أحمد عبد العظيم سالم أستاذ ورئيس قسم أصول التربية كلية التربية - جامعة العريش د. عصام عطية عبد الفتاح أستاذ أصول التربية المساعد كلية التربية - جامعة العريش</p>	<p>٨</p>
<p>تصور مقترح لتطوير دور مؤسسات التنمية المهنية للمعلمين في مصر على ضوء خبرة الولايات المتحدة الأمريكية إعداد أ.د. هند اوي محمد حافظ أستاذ التربية المقارنة والإدارة التعليمية كلية التربية - جامعة حلوان د. أحمد إبراهيم سلمي أرناؤوط أستاذ التربية المقارنة والإدارة التربوية المساعد كلية التربية - جامعة العريش الباحثة/ نجوى ناجي خضر</p>	<p>٩</p>

مدرس مساعد بقسم التربية المقارنة والإدارة التربوية

**التنقل في اتجاهات التعليم العالمية في القرن الحادي والعشرين: رؤى من
منظمة التعاون الاقتصادي والتنمية " اتجاهات تشكيل التعليم "**

إعداد

د.محمد بن ابراهيم سعد الدوسري

كلية التربية، جامعة طيبة

١٠





تقديم احتفالات وتأملات

بقلم: هيئة التحرير

هذا هو العدد (٣٦) من مجلتنا العلمية. هو العدد الأخير من العام (الحادي عشر) للمجلة
نعيش - مع إطلالة هذا العدد الجديد (أكتوبر ٢٠٢٣) احتفالات عدة: دينية،
ووطنية، وجامعية.

قبل أيام قليلة من بداية هذا الشهر احتفلت مصرنا الغالية، وأمتنا الإسلامية
بذكرى مولد نبينا " محمد" (صلى الله عليه وسلم)، وهي ذكرى تجدد في نفوسنا السيرة
العطرة، والقدوة الصالحة، والخلق الرفيع.

ونحن نستعيد ما عرفناه وتعلمناه عن المصطفى (صلى الله عليه وسلم) منذ
مولده ونشأته وتربيته، وجهاده منذ نزول الوحي، وهجرته، وتبليغه للرسالة على أفضل
وجه، حتى تركنا على المحجة البيضاء يوجب علينا شكر الله -تعالى-

و أولى مقامات هذا الشكر والمحبة هو مقام الامتثال والانقياد لأمر الله -
تعالى- وأمر رسوله، واجتناب نواهيه والحذر من معصيته، لقوله - تعالى: (قُلْ إِنْ
كُنْتُمْ تُحِبُّونَ اللَّهَ فَاتَّبِعُونِي يُحْبِبْكُمُ اللَّهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ وَاللَّهُ غَفُورٌ رَحِيمٌ).

وتجديد مواسم الفرح بنعم الله -تعالى- وفضله على خلقه يدل على الإقرار
بهذا الفضل والنعمة، وهو أمر من الله -تعالى- لعباده بتكرار هذه المواسم وتعاهدتها
والأيام العظيمة تستوجب الصبر على الطاعة، وكثرة الذكر والشكر له -
سبحانه، ونعمة مولد النبي (صلى الله عليه وسلم) لا تقارنها نعمة.

إنَّ محبة رسول الله (صلى الله عليه وسلم) أصل من أصول الإيمان؛ لأنَّ المحبة القلبية هي أولى علامات الإقرار والاعتراف بفضل المحبوب ودليل على مكانته في قلب المُحب.

ونعيش هذه الأيام الذكرى الـ (٥٠) لنصر أكتوبر المجيد ... اليوبيل الذهبي للانتصار العظيم

هذا النصر الذي حققه جيشنا العظيم، والذي أعاد به الهيبة لمصرنا الحبيبة، والفرحة لشعبنا بعد سنوات صعبة أعقبت نكسة العام ١٩٧٦م.

إن تأملاتنا في فترات ما قبل الانتصار، وفي أحداث الحرب، وفي الانتصار، وما بعده توجهنا إلى أهمية الأخذ بالأسباب من حيث حسن التخطيط، والتجهيز المعنوي والمادي، ثم التوكل على الله، والمباغته بجرأة وشجاعة تحت شعار (الله أكبر)، ومن ثم كان النصر، وعودة الكرامة والأرض.

إنها ذكرى نعيشها كل عام في أكتوبر، نستلهم منها في كل مناحي الحياة الحرص على الجاهزية، والتحلي بالقوة، والسعي إلى الريادة، وعدم الرضى إلا بالأفضل دائماً، وعندها سنحصل على الأفضل بإذن الله.

الآن : نقول لشعبنا العظيم ، ولأسرة جامعتنا وكليتنا كل عام ومصرنا بخير، وجامعتنا في تقدم وازدهار.

ويأتي أكتوبر ٢٠٢٣، وقد بدأنا قبل يوم واحد فقط عاماً جامعياً جديداً: ندعو الله أن يكون عام خير وسعادة على جامعاتنا بعامة، وجامعتنا بخاصة، وكليتنا (تربية العريش) على وجه الخصوص

وفي العام الجامعي الجديد ٢٠٢٣-٢٠٢٤ ، العام الثاني عشر للمجلة بدءاً من يناير القادم بإذن الله نتطلع لاستكمال ما حالت ظروف خارجة عن الإرادة دون استكماله، وما ستسعى هيئة التحرير لاستكماله بإذن الله يتحدد في:

- إدراج المجلة ضمن منظومة معامل التأثير العربي؛ فقد تقدمت هيئة التحرير بالملف الخاص بذلك، والمتضمن الوثائق والأدلة المطلوبة، وترى أن هذا التقدم يمكن أن يكون خطوة على طريق الوصول لاعتماد عالمي.
 - إتاحة فرصة لنشر أدوات بحثية من مثل: القوائم، والاختبارات، والمقاييس، وبطاقة الملاحظة، والوحدات التعليمية، وأوراق عمل التلاميذ، وأدلة المعلمين، بحيث لا يقتصر النشر - خاصة الإلكتروني منه - على تقارير البحوث.
 - العمل على إدراج المجلة ضمن سكوبس، وغير من التصنيفات الدولية (ومع نهاية العام الحالي للمجلة تضع هيئة التحرير بين أيدي قرائها عدداً أكبر من البحوث يفوق ما كان يتم نشره في كل عدد من الأعداد السابقة.
- يأتي العدد الحالي (العدد ٣٦) في جزئين ، متضمنا (٢١) بحثاً علمياً في مجالات التربية المختلفة باللغتين : العربية والإنجليزية، منها بحوث في موضوعات:
- ✓ توظيف القصص الرقمية المرتبطة بالثقافة المحلية في رياض الأطفال.
 - ✓ نموذج بايبي البنائي وتنمية مهارات التعبير الإبداعي والفهم القرائي.
 - ✓ تنمية مهارات التفكير المستقبلي في الرياضيات.
 - ✓ تطوير إدارة منظومة الدمج بمدارس التعليم الثانوي العام .
 - ✓ تطوير الأداء الإداري بالوحدات المحلية .
 - ✓ الخصائص السيكومترية لمقياس الوظائف التنفيذية
 - ✓ الوساطة اللغوية وتنمية الاستيعاب القرائي لمتعلمي اللغة العربية
 - ✓ متطلبات تدويل التعليم الجامعي بالجامعات المصرية
 - ✓ الاستفادة من مؤسسات التنمية المهنية للمعلمين في بعض الدول المتقدمة.
 - ✓ القيم التربوية في القصص القرآني.



- ✓ اتجاهات التعليم العالمية في القرن الحادي والعشرين.
- ✓ المساندة الاجتماعية لدى أطفال ما قبل المدرسة.
- ✓ الأفلام الوثائقية البيئية وتنمية الوعي البيئي.
- ✓ الخصائص السيكومترية لمقياس أبراكسيا الكلام.
- ✓ دور خدمة الفرد في التخفيف من التمر لدى الشباب الجامعي.
- ✓ متطلبات القدرة التنافسية بالجامعات المصرية.

نأمل أن يحظى هذا العدد برضا القراء الأعزاء ، ويجدون فيه ما يفيدهم، وما يفتح أمامهم المزيد من مجالات البحث التربوي.

والله الموفق

هيئة التحرير



البحث العاشر

التنقل في اتجاهات التعليم العالمية في القرن الحادي والعشرين: رؤى من منظمة التعاون الاقتصادي والتنمية " اتجاهات تشكيل التعليم "

إعداد

د. محمد بن ابراهيم سعد الدوسري
كلية التربية، جامعة طيبة



التنقل في اتجاهات التعليم العالمية في القرن الحادي والعشرين: رؤى من منظمة التعاون الاقتصادي والتنمية " اتجاهات تشكيل التعليم"
د. محمد بن إبراهيم سعد الدوسري



التنقل في اتجاهات التعليم العالمية في القرن الحادي والعشرين: رؤى من

منظمة التعاون الاقتصادي والتنمية " اتجاهات تشكيل التعليم "

إعداد

د. محمد بن ابراهيم سعد الدوسري

أستاذ مساعد بقسم الإدارة التربوية

كلية التربية، جامعة طيبة

المستخلص

نشرت منظمة التعاون الاقتصادي والتنمية (OECD) تقارير بعنوان "اتجاهات تشكيل التعليم" وقامت بتقييم شامل للإنجازات والتحديات الحاسمة التي أثرت على البيئة التعليمية العالمية بين عامي ٢٠٠٨ و ٢٠٢٢. تشرح الدراسة الاتجاهات العالمية الجديدة التي تغير كيفية تقديم التعليم وتلقيه، وفهمها في العصر الحديث. هذه الدراسة تدرس الروابط العميقة بين التكنولوجيا والتحول المجتمعي والتقلبات الاقتصادية والسياسات التعليمية التي تحرك هذه الأنماط. توفر الدراسة وجهات نظر أساسية حول كيفية تحول المؤسسات التعليمية لتلبية الاحتياجات المتغيرة لأعداد كبيرة من الطلاب والمعلمين من خلال تحليل هذه الاحتياجات.

مستخلص الدراسة يلخص بإيجاز تركيز التقارير على طبيعة التعليم المتغيرة باستمرار وتكيفها المستمر للتعامل مع الصعوبات والفرص في القرن الحادي والعشرين. تقدم هذه الدراسة ملخصًا لستة من أبرز التقارير التي تقدم تحليلات للاتجاهات التي تشكل التعليم بين عامي ٢٠٠٨ و ٢٠٢٢ من خبراء التعليم حول الاستجابات العالمية لتزويد صناع السياسات بالدروس المستفادة من تنفيذ استراتيجيات وسياقات مختلفة لضمان عدم توقف التعليم في أي حكومة. التقارير المقدمة في هذا الدراسة متاحة ومتوفرة على هذا الرابط: [Trends Shaping Education – OECD](#).



الكلمات المفتاحية: التعليم العالمي، اتجاهات تشكيل التعليم، منظمة التعاون الاقتصادي والتنمية.

Navigating the Global Education Trends of the 21st Century: Insights from OECD's "Trends Shaping Education"

Abstract

The Organization for Economic Co-operation and Development (OECD) published "Trends Shaping Education" reports and thoroughly evaluated the crucial breakthroughs and alterations affecting the global educational environment between 2008 and 2022. The study explains new trends changing how education is delivered, received, and comprehended in the modern era. This research studies the deep links between technology, societal transformations, economic fluctuations, and educational policies that drive these patterns. The study provides essential perspectives on how educational institutions are shifting to meet the changing needs of large populations of students and teachers by analyzing these trends.

The abstract briefly outlines the emphasis of the reports on education's ever-changing nature and its ongoing adaptation to handle the difficulties and opportunities of the twenty-first century. This study presents a summary of six of the most prominent reports that present analyses of trends shaping education between 2008 and 2022 from education experts on global responses to create different resources on global education trends to provide policymakers with the lessons learned from implementing different strategies and contexts to ensure that education does not stop in any government. Presented reports and



others are available at this link: Trends Shaping Education - OECD.

Keywords: Global Education, Trends Shaping Education, OECD

Introduction

Education is at the forefront of change in a world marked by rapid technological development, shifting economic landscapes, and interconnected global dynamics. Several main currents have influenced educational progress, shaping its aims, methods, and outcomes. Over the last decade, the Organization for Economic Cooperation and Development (OECD) has rigorously identified and examined these trends, providing invaluable insights into the changing nature of education and its adaptation to a constantly changing world (Turner, 2008). Education has changed dramatically, from knowledge-driven economies in the early 2000s to artificial intelligence-driven environments today. From 2008 to 2022, the OECD publications delve into a variety of critical themes that highlight the changes in education, affecting everything from the structure of curricula and methods of instruction to the fundamental idea of what it means to be educated in the twenty-first century (Helstad & Lund, 2022).

The purpose of this study is to perform a detailed analysis and synthesis of the major themes that have appeared in OECD studies from 2008 to 2022. As described in the work of Ashmarina and Nikulina (2017), the primary focus will be on understanding how global education patterns have evolved, their interconnection, and their possible consequences on pedagogical



practices. The educational landscape has witnessed seismic alterations in the last decade, affected by technological breakthroughs, sociological changes, economic volatility, and dynamic educational policies. The Organization for Economic Cooperation and Development (OECD), an institution known for its commitment to supporting development and innovation in education, is at the forefront of understanding these transformations.

The OECD has thoroughly analyzed and assessed the significant events that have left an indelible impact on the global educational environment through its series of "Trends Shaping Education" publications spanning the years 2008 through 2022. These papers serve as beacons of academic development, showing new paradigms transforming how knowledge is taught, acquired, and embraced in our modern society. This voyage through the changing world of education dives into the profound linkages between technology, society's transformative forces, economic fluctuations, and the dynamic policies that sustain them (Boone & Boone, 2007). It reveals crucial insights into how educational institutions worldwide have adapted to meet the ever-changing demands of students, teachers, and diverse populations.

This study tries to illustrate how the field of education has responded to the difficulties and opportunities given by our fast-changing world by critically examining the patterns highlighted in these OECD studies. As we enter a new era of education marked by profound technological innovation and societal transformation, it is becoming increasingly important to evaluate the historical trajectories and directions that have brought us to this critical juncture.



Global Trends in Education between 2008 and 2022

Between 2008 and 2022, global trends significantly impacted international organizations such as the Organization for Economic Cooperation and Development (OECD) and the field of education. Several fundamental movements emerged during this time period, with far-reaching implications for educational institutions worldwide. The OECD, as a global forum for economic cooperation and prosperity, has been carefully monitoring these changes. To address the challenges and opportunities offered by these educational transformations, it has conducted studies, recommended legislative measures, and encouraged member countries to share best practices (Ngorosho&Lahtinen, 2022).

The educational landscape saw a drastic upheaval due to a complex interaction of global forces that transformed how societies perceived education from 2008 to 2022. The Organization for Economic Co-operation and Development (OECD) and other international organizations were critical in navigating the changing educational landscape of the time. A convergence of forces, including new technology, evolving social and economic standards, and innovative approaches to teaching and learning, changed the global education scene over these decades.

Following the 2008 global financial crisis, education has emerged as a solution to the difficulties posed by our more interdependent global community. Technological innovation blossomed in the following years, forever changing how schools operate, and students participate in learning. As a result of the increased adoption of digital technology, online learning



platforms, digital resources, and interactive tools have evolved, allowing for personalized education regardless of location (Edith Moloantoa&Dorasamy, 2017). The fast-paced globalization of this era demanded education that could span national boundaries and cultural barriers. Students, instructors, and researchers from all over the world collaborate in this global learning community. As education has become more internationalized, curricula have evolved to create global competencies, cross-cultural understanding, and an appreciation for other perspectives.

In the context of technological disruption and globalization, the skills required for an increasingly mechanized and digitalized workforce have altered. The primary purpose of education is to teach students to think critically, creatively, adaptively, and digitally (Moura, 2021). To better prepare students for a future dominated by AI, automation, and data-driven decision-making, educational institutions have begun to tailor their curricula to the demands of the labor market. In educational policy discussions, diversity and equity have emerged as critical touchstones. The idea was to make education a transformative force that anyone, regardless of social class, race, or physical or mental abilities, might experience (Damiani, 2009). There was a rise in programs meant to foster diversity in schools during this period, to create learning environments that value and celebrate students' differences, and to give them equal opportunities for achievement.

Furthermore, as environmental concerns and sustainability grew, education was critical in raising awareness and driving action to address global challenges. The significance of developing environmentally conscious individuals capable of



dealing with complex ecological issues spurred the inclusion of environmental education and sustainable development into curricula. The increasing availability of digital technologies resulted in a substantial shift in how courses were delivered. Online learning platforms, massive open online courses (MOOCs), and virtual classrooms have developed as significant tools for expanding access to education, particularly in locations with limited resources or remote populations. The traditional classroom coexisted with its digital counterpart, and students could tailor their education to their learning styles and paces (Helstad & Lund, 2022).

Globalization and internationalization were also integral components of the educational system at the time. Cultural sensitivity, international cooperation, and an awareness of global issues became more important than ever as the world's nations became more interdependent on one another (Ngorosho & Lahtinen, 2022). To educate students for success in an increasingly interconnected world, educational institutions collaborated with international organizations such as the OECD to create curricula that encouraged global citizenship. School stakeholders now have a moral and practical need to work toward greater diversity and inclusion. Gains in the fight against systemic inequality resulted in rethinking educational policy to ensure equal opportunity for all students. Models of inclusive education that recognize and embrace each student's uniqueness have grown in popularity, resulting in classroom environments where all students can succeed.

Teaching about the environment and sustainable practices became normal during this critical period. In response to the



grave concerns posed by climate change, biodiversity loss, and resource depletion, educators have attempted to instill in youngsters a sense of environmental responsibility and activism. Schools have become catalysts for instilling in students a sense of environmental responsibility, supporting sustainable lifestyles, and teaching information (Arthur et al., 2012). The OECD was critical in providing guidance and developing international cooperation among educational institutions during this period. It fostered the exchange of practical ideas, examined policies that benefited education, and campaigned for schools to adapt to changing community and economic demands by utilizing its knowledge.

Between 2008 and 2022, education saw a significant upheaval, fueled by global trends that profoundly transformed the structure of schooling itself. As a result of technological improvements, the impact of globalization on pedagogy, and a focus on skills, diversity, and sustainability, education has become more comprehensive (Ngorosho & Lahtinen, 2022). Understanding how education might catalyze positive change in an increasingly interconnected and dynamic world was a priority for international organizations such as the OECD as they assisted countries in adapting to these transitions.

Problem Statement

The education sector is at a crossroads as the world changes dramatically due to technological advancements, shifting demographics, and economic adjustments. To address the challenges and embrace the opportunities of the new millennium, education in the twenty-first century must be sensitive to changing demands of students, communities, and economies



(Helstad & Lund, 2022). The Organization for Economic Co-operation and Development (OECD) has consistently highlighted key trends shaping education in their reports from 2008 to 2022, and they have urged educational institutions and policymakers to respond effectively to these shifts.

However, the advancement of the information economy, the digital revolution, the inclusion of artificial intelligence, and the promotion of social justice and diversity pose several obstacles. Modern education is complicated, necessitating a thorough understanding of these trends' linkages, ramifications, and advances among educators, policymakers, and stakeholders (Damiani, 2009). While the OECD reports have shed light on specific trends and their consequences, there still needs to be more literature that examines the long-term impact of these trends. There is an urgent need for a comprehensive analysis of how these developments have altered the educational landscape as institutions work to prepare students for an uncertain and rapidly changing future.

The issue at hand is twofold: first, elucidating the intricate evolution of educational trends as defined by the OECD, and second, deciphering the interdependencies between these trends and their profound implications for pedagogical methods, educational institutions, and the broader global society. These trends include the emergence of the knowledge economy, the effects of the digital revolution, demographic changes such as the aging population, the concept of lifelong learning, issues of equity and inclusion, the changing nature of work, the importance of global competence, values education, and the rapid development of artificial intelligence and automation (Damiani,



2009). To successfully address this issue, it is vital to closely assess the trends mentioned in OECD publications, analyzing their evolution and interconnectedness. This study aims to shed light on how education has evolved to address the challenges and opportunities presented by our rapidly changing environment. Furthermore, it intends to contribute to the ongoing debate about education's critical role in molding individuals, societies, and economies in the twenty-first century by illuminating repeating themes and developing paradigms.

Study Questions

1. How have global trends between 2008 and 2022 shaped the education landscape, and what are the implications for educational institutions worldwide?
2. In what ways have technological advancements, societal transformations, and economic fluctuations driven changes in education during the specified period?
3. What are the major challenges educational systems face in adapting to the evolving global trends, and how have organizations like the OECD contributed to addressing these challenges?
4. How has the emergence of the knowledge economy influenced the skillsets demanded by the workforce, and how have educational systems responded to ensure students are prepared for this shift?

Study Objectives



- 1.To comprehensively examine how global trends spanning the years from 2008 to 2022 have influenced and shaped the landscape of education worldwide.
- 2.To analyze the specific ways in which technological advancements, societal transformations, and economic fluctuations have driven significant changes in the field of education during the specified time period.
- 3.To identify and elucidate the major challenges faced by educational systems in adapting to the evolving global trends.
- 4.To investigate the influence of the emergence of the knowledge economy on the skillsets demanded by the workforce.

These objectives provide a clear roadmap for conducting research that will address the key questions surrounding the impact of global trends on education and the responses of educational institutions and organizations like the OECD.

The Importance of The Study

This study on the altering educational paradigms highlighted by OECD studies between 2008 and 2022 is critical. Its significance goes beyond the field of education to policy, practice, research, and societal impact: The study's findings shed light on the ever-changing nature of education and provide policymakers, academic institutions, and other stakeholders with a better grasp of the field's most significant current advancements. In this age of rapid change, making well-informed decisions is critical for successfully adapting and responding to new problems and opportunities. By studying patterns and their implications, the study assists policymakers in developing



education policies that fit the changing needs of society. It enables the development of progressive policies that improve learning environments and expand student access.

Higher education institutions can enhance teaching approaches by tracking how those tactics have evolved. Schools and colleges may adapt their curricula, teaching techniques, and infrastructure to better prepare students for a future marked by these changes. Understanding educational disparities necessitates awareness of current efforts to increase fairness and inclusion in the classroom. This study clarifies these concerns and informs efforts to deliver a high-quality education to all children, regardless of socioeconomic position.

Insights into education trends are critical for countries seeking to maintain or improve their global competitiveness. Understanding and reacting to these transformations is critical for developing a workforce capable of succeeding in a knowledge-based, global economy. Education must adapt to educate students with the required knowledge and skills to succeed in a quickly changing labor market. The study's findings can assist schools in better meeting the needs of the labor market. Other scholars and academic institutions interested in investigating educational trends can use this study as a reference to motivate more profound research into specific inclinations and their consequences.

Finally, the research on changing educational patterns can be used as a road map for navigating the obstacles of today's learning environment. Its findings and recommendations empower individuals, organizations, and governments to improve



education quality, equity, and relevance in a changing global setting.

Theoretical Importance of the Study

This study has theoretical significance since it adds to our understanding of the patterns impacting schooling that will be emphasized in OECD publications from 2008 through 2022. It significantly improves the theoretical landscape by:

1. Conceptual Framework Refinement: Existing pedagogical theories and models can be improved with the data from this study. To ensure their theories are still applicable and accurate, researchers and theorists might go back and update their models, considering new developments in the field of education.

2. Validation of Educational Theories: This study helps to confirm or refute established educational ideas by analyzing their empirical manifestations. It strengthens educational theories by providing empirical evidence to support or refine theoretical assertions.

3. Emerging Theoretical Perspectives: The ever-changing trajectory of educational fashion makes novel theoretical frameworks frequently necessary. This study might generate new hypotheses about developing educational practices, policies, and procedures in response to societal shifts.

4. Intersection of Multiple Disciplines: The education study depends on various disciplines, including psychology, sociology, economics, and technology. It helps to further the theoretical integration of these fields, leading to a more comprehensive comprehension of educational phenomena.



5. Policy and Practice Theory Integration: This study helps close the gap between theory and practice in education. It helps theorize these complex interrelationships by shedding light on how theoretical ideas are implemented in educational policies and practices.

6. Dynamic Systems Theory: The educational system is dynamic and intricate, affected by various factors. The findings of this study can be used to improve our ability to model and comprehend the dynamic behavior of education by informing the creation of specialized dynamic systems theories.

This study is theoretically significant because of its potential to contribute to developing and refining educational theories considering the dynamic nature of the educational landscape. Educational theory is continually developed and refined via empirical facts and insights into the practical implications of educational trends, maintaining its relevance and usefulness in a continuously changing world.

The Applied Importance of the Study

Educators, policymakers, students, and parents can all benefit from OECD reports on changing patterns in education, which are covered in studies from 2008 through 2022. The study's findings can be applied critically, including the following: The study's findings give policymakers insight into the real-world consequences of educational trends. Integration of technology into classrooms, encouragement of lifelong learning, and advocacy for social justice are just a few examples of how this study could assist policymakers in developing programs that meet future demands. Educators can use the study's findings to



rewrite and modernize courses to meet the needs of a dynamic and changing society. This includes teaching students how to utilize technology efficiently, emphasizing soft skills development, and offering information that matches current trends.

Recognizing the importance of educational trends in affecting classroom instruction is critical. Schools and other educational institutions can use this data to construct professional development programs that provide instructors with the tools they need to thrive in today's challenging classrooms. The study's findings emphasize the importance of adopting cutting-edge tools and approaches in the school. Based on these findings, teachers can create lessons involving students actively while utilizing digital tools and resources to improve student performance. Individual schools and districts might use the study's findings to develop and execute initiatives to close achievement gaps. This could include making classrooms more friendly to students from various backgrounds or reducing barriers to education.

Teachers emphasizing lifelong learning give students the skills to participate actively in their education. Two examples are self-directed learning and tailored lesson plans. Teachers and legislators can use this study to develop assessments that reflect students' abilities in all areas, not just those covered in the standard curriculum. The study's outcomes can assist parents in adapting to a fast-changing educational environment. With this knowledge, they may help their children succeed in school by instilling vital life skills such as critical thinking, problem-solving, and flexibility.



The conclusions of this study can benefit all individuals involved in the field of education. It has the potential to positively influence educational practices, policies, and outcomes by translating theoretical insights into practical applications, thus preparing individuals for success in a rapidly changing world.

Terms of the Study

Collectively, these criteria outline the study's parameters, guaranteeing that, within a specific time frame and for the benefit of educational stakeholders and policy decision-makers, it will examine the aspects of changing trends in education emphasized in the selected OECD publications. The following concepts best describe this analysis of OECD studies from 2008 to 2022 on the shifting educational landscape:

1. Educational Trends: The meaning of this phrase is the continuous and profound evolution of the educational landscape. Changes in teaching practices, new technologies, alterations in educational policy, cultural pressures, and other factors may all play a role.

2. OECD Reports: The primary data source is the OECD (Organization for Economic Co-operation and Development) reports. These publications are an excellent resource for information and analysis on current and future trends in education around the world. The analysis primarily relies on reports published between 2008 and 2022.

3. Transformation of Education: This word refers to the widespread restructuring of structures and procedures in response to new educational realities. Curriculum, pedagogy, assessment, and policy can all change transformations.



4. Qualitative Data: Qualitative (illustrative) data may be gathered and analyzed during the study. Reports are under the category of qualitative data, which means content analysis of the textual information within the reports falls under the category of qualitative data.

5. Period: The years 2008-2022 are included in the study's time frame. Looking at the educational climate over 14 years can spot long-term patterns and shifts more efficiently.

6. Educational Stakeholders: These are people who have a stake in or are impacted by the schooling system. Members of the community who have a vested interest in the topic at hand are considered stakeholders.

Methodology

Meta-Analysis:

Using a qualitative analytical strategy, this study will examine the OECD reports from 2008 through 2022 to gain a thorough comprehension of the shifting tendencies shaping education. Qualitative analysis is ideally suited when doing research into a phenomenon with multiple layers and facets, such as the interaction between different educational trends and their consequences throughout time (Thompson, 2023). Thus, an in-depth exploration of the discovered trends' complexity, context, and significance will be possible thanks to this methodology.

Data Collection:

This qualitative analysis will rely heavily on the OECD publications as the significant source of information, and reports are available between 2008 and 2022 at this link: Trends Shaping



Education - OECD. These documents are an invaluable resource for learning about the historical developments in education and the tendencies that have shaped it. Furthermore, supplemental sources will offer context and validate findings, including academic literature, policy documents, and media pieces (Vasist& Krishnan, 2023).

Data Coding and Categorization:

This qualitative analysis will rely heavily on the OECD publications as the major source of information. These documents are an invaluable resource for learning about the historical developments in the field of education and the tendencies that have shaped it. Furthermore, supplemental sources will be used to offer context and validate findings, including academic literature, policy documents, and media pieces.

Ethical Considerations:

The integrity of the data will be protected by adhering to ethical standards throughout the study. Thus, I will always properly cite sources, give credit where credit is due, and be transparent about potential biases in data or research.

Ultimately, the OECD studies' identification of shifting trends shaping education sets the stage for thoroughly investigating those trends using a qualitative analysis technique. This method will aid teachers, policymakers, and other stakeholders in today's education system navigate the environment by capturing the complex interplay between these changes and their repercussions.



Analysis

Trends-Shaping Education between 2008 and 2016:

The 2008, 2010, 2013, and 2016 OECD report on trends shaping education highlighted several key trends that were transforming education at the time:

1.The rise of the knowledge economy: The knowledge economy is characterized by the increasing importance of knowledge and skills in the workplace. This trend is placing new demands on education systems, which must prepare students with the skills they need to succeed in the knowledge economy.

2.The digital revolution: The digital revolution is transforming how we live and work, and this is also significantly impacting education. Schools need to embrace technology and use it to create engaging and interactive learning experiences. They also need to teach students how to be critical information consumers in the digital age.

3.The aging population: The aging population is putting pressure on education systems, which need to find ways to meet the needs of the aging population. This includes providing lifelong learning opportunities for older adults and adapting curricula to meet the needs of an aging workforce.

4.The changing nature of work: The nature of work is changing with the rise of automation and the gig economy. This creates new challenges for education systems, which need to prepare students for jobs that still need to be created.

5.The need for global competence: The world is becoming increasingly interconnected, placing new demands on education



systems. Students must be prepared to live and work in a globalized world, which means developing global competence.

6.The importance of values: In a world that is increasingly diverse and complex, it is more important than ever for education systems to teach students the values of tolerance, respect, and understanding.

7.The rise of inequality: The rise of inequality is a significant challenge facing many countries, and this also impacts education. Schools must find ways to reduce inequalities and ensure that all students succeed.

The 2008, 2010, 2013, and 2016 OECD reports highlighted the potential long-term effects of these trends on education. The report found that these trends could lead to a more individualized, technology-driven, and lifelong learning approach to education. They could also lead to a greater emphasis on global competence and values education.

The trends highlighted in the 2008 and 2010 OECD reports are still relevant today and will likely continue to shape education in the coming years. Schools need to be prepared to embrace change and adapt their practices to meet the needs of students in a rapidly changing world.

The 2010 OECD report also examined how education has transformed over the years based on the trends identified in this report. The report found that education has become more individualized, with students being given more choices over their learning. It has also become more technology-driven, with schools using technology to create more engaging and interactive learning experiences. Additionally, education has become more



focused on lifelong learning, with schools preparing students for a world where they must constantly learn and adapt to new skills.

The following bullet list is some additional thoughts on the potential long-term effects of the trends identified in the 2008 OECD report:

- Individualized education: As students become more diverse in their learning styles and interests, it is becoming more important for education to be individualized. This means that students should be able to learn at their own pace and the most effectively.
- Technology-driven education: Technology is revolutionizing the way we learn. Schools are now using technology to create more engaging and interactive learning experiences. They also use technology to give students access to more resources.
- Lifelong learning: The world is changing rapidly, and the skills needed for success constantly evolve. This means that people need to be constantly learning and adapting new skills. Education needs to be more focused on lifelong learning to prepare students for a world where they must constantly learn and adapt new skills.
- Global competence: The world is becoming increasingly interconnected, placing new demands on education systems. Students must be prepared to live and work in a globalized world, which means developing global competence.
- Values education: In a world that is increasingly diverse and complex, it is more important than ever for education systems to teach students the values of tolerance, respect, and understanding.



The following bullet list is some additional thoughts on how education has transformed over the years based on the trends identified in the 2010 OECD report:

- Education has become more individualized: In the past, education was often a one-size-fits-all approach. Students were expected to learn the same things at the same pace. However, today's students have different learning styles and interests. Education needs to be more individualized to meet the needs of individual students.
- Education has become more technology-driven: Technology has revolutionized the way we learn. Schools are now using technology to create more engaging and interactive learning experiences. They also use technology to give students access to more resources.
- Education has become more focused on lifelong learning: The world is changing rapidly, and the skills needed for success constantly evolve. This means that people need to be constantly learning and adapting new skills. Education needs to be more focused on lifelong learning to prepare students for a world where they must constantly learn and adapt new skills.

The 2013 OECD report also identified some recurring themes and emerging patterns relevant to the broader context of global education. These include:

- The need for lifelong learning: In today's rapidly changing world, knowledge and skills become obsolete quickly. This means that people must be lifelong learners to stay ahead of the curve.



- The importance of equity and inclusion: Education is the key to social mobility, but only some have equal access to quality education. Schools must take steps to reduce inequalities and ensure that all students succeed. Education is the key to social mobility, but only some have equal access to quality education. This major challenge must be addressed to create a more just and equitable society.
- The need for 21st-century skills: Besides academic skills, students must develop 21st-century skills such as problem-solving, critical thinking, and creativity. These skills are essential for success in the 21st-century workforce, which is increasingly knowledge-based and technology-driven. Schools need to be prepared to embrace change and adapt their practices to meet the needs of students in a rapidly changing world.

The trends highlighted in the 2008, 2010 and 2013 OECD report remind us that education is constantly evolving and that we need to be prepared for change. Schools need to be agile and responsive to the needs of students to prepare them for the challenges and opportunities of the 21st century.

Trends-Shaping Education between 2019 and 2022:

The 2022 OECD report on trends shaping education builds on the findings of the 2019 report and highlights five key trends that are continuing to transform education:

1.The rise of artificial intelligence and automation: Artificial intelligence (AI) and automation are changing the nature of work, significantly impacting education. Schools need to prepare students for jobs that do not yet exist and teach them the skills



they need to be creative and adaptable in a rapidly changing world.

2.The digital revolution: The digital revolution is transforming the way we learn and communicate. Schools need to embrace technology and use it to create engaging and interactive learning experiences. They also need to teach students how to be critical information consumers in the digital age.

3.The growing importance of lifelong learning: In today's rapidly changing world, knowledge and skills become obsolete quickly. This means that people must be lifelong learners to stay ahead of the curve. Schools must prepare students for this reality by teaching them to learn independently and adapt to new situations.

4.The need for equity and inclusion: Education is the key to social mobility, but only some have equal access to quality education. Schools need to take steps to reduce inequalities and ensure that all students can succeed.

5.The importance of soft skills: Besides academic skills, students must develop soft skills such as problem-solving, critical thinking, and communication. These skills are essential for success in the 21st-century workforce.

These trends and developments transform education and create new school challenges and opportunities. Schools need to be prepared to embrace these changes and to adapt their practices to meet the needs of students in the 21st century.

Discussion

The concept of the knowledge economy has sparked a social movement that emphasizes the growing importance of



education and expertise in the modern workplace. Schools are now obligated to prepare students with crucial skills such as critical thinking, problem-solving, creativity, and adaptability as the nature of occupations changes significantly (Boone & Boone, 2007). This shift toward practical skills has had a considerable impact on teaching techniques as well as educational theory.

The digital revolution has had a significant impact on changing educational paradigms. Digital devices, online platforms, and interactive tools have made their way into classrooms, altering traditional techniques of learning. This transition toward more active and technology-driven education techniques requires students to gain knowledge and the ability to critically analyze material in the digital domain (Khmara et al., 2017).

Education has become more complicated as a result of the aging population. It has broadened the definition of education beyond traditional schooling to include lifetime learning. Today's educational institutions cater to children and adults who are upskilling or changing occupations. This transition has resulted in many possibilities for continuing education and professional development. Schools have committed to promoting justice and inclusiveness to create a more equal educational environment. Educational systems have taken aggressive steps to ensure that all students, especially historically underprivileged groups, have an equal chance of success. To bridge the achievement gap and offer similar outcomes, this goal necessitates the deployment of inclusive policies and culturally responsive instructional methodologies (Arthur et al., 2012).



The changing nature of labor, impacted mainly through technology and the gig economy, has forced a rethinking of traditional educational goals. Education has moved its emphasis from knowledge transmission to developing transferable abilities, also known as "soft skills." Communication, teamwork, flexibility, and critical thinking are now regarded as necessary for success in a workforce that prioritizes adaptability and rapid acquisition of new skills (Lebeau & Sall, 2011).

Global awareness is becoming increasingly important in our interconnected modern society. Schools are now attempting to instill a sense of global knowledge in children by educating them about various cultures, encouraging empathy, and providing them with the skills needed to flourish in international workplaces. Values education is critical in developing values in students, such as tolerance, respect, and ethical behavior.

Introducing artificial intelligence and robotics adds to the complexity of the educational scene. AI is now used in education to personalize training, provide immediate feedback, and automate repetitive activities. However, it raises concerns about educators' roles and the appropriate balance of technical support and interpersonal interaction (Moura, 2021). Schools must prepare students for a future in which artificial intelligence will play an increasingly important role while cultivating key human traits like creativity and emotional intelligence (Polyakov, 2017).

The growth of school techniques has resulted in a shift away from a one-size-fits-all approach. Classroom "flipping" has become possible because of technological improvements, and blended and online learning are now feasible choices. The emphasis on lifelong learning has resulted in the rise of adult



education and the possibility for individuals to improve their skill sets continuously. Educational institutions increasingly realize that preparing students for life in the twenty-first century entails more than a sound academic foundation.

Recurring themes have continually influenced schooling throughout these revolutions and trends. Lifelong learning is essential since people must constantly adjust to changing situations (M, 2021). The quest for a more just and inclusive society remains an important educational goal. Educators prioritize technology integration and the development of 21st-century skills to prepare pupils for success in a digital and networked society.

In conclusion, the OECD publications illustrate the ever-changing character of education in response to developing societal, technological, and economic needs. Given the uncertain and ever-changing nature of the future, educational systems must be adaptable, innovative, and inclusive for their pupils to prosper. Each trend has a distinct impact on education, needing a delicate balance between conserving the past and preparing students for the future by teaching practical and ethical concepts. Understanding these shifts' historical and political circumstances and trends is critical to understanding them better. This holistic examination will provide further light on the complex dynamics at work in the evolution of education.

Major Similarities Addressed in Reports

Some similarities exist among the key trends highlighted in the 2016, 2019, and 2022 OECD reports. All reports emphasize the importance of the digital revolution, lifelong learning, equity



and inclusion, and soft skills. The 2022 report emphasizes the rise of artificial intelligence and automation and highlights the growing importance of preparing students for jobs that still need to be created. Overall, the 2022 OECD report on trends shaping education provides an updated overview of the key trends transforming education. It also highlights the need for schools to embrace change and adapt their practices to meet the needs of students in the 21st century.

The trends highlighted in the OECD reports have evolved in response to changing economic, social, and technological conditions. For example, the rise of the knowledge economy has emphasized skills such as problem-solving, critical thinking, and creativity. The digital revolution has also profoundly impacted education with the increasing use of technology to create engaging and interactive learning experiences.

Major Problems Addressed in Reports

Since 2008, the Organization for Economic Cooperation and Development (OECD) has published reports on educational developments. These investigations have recognized several significant concerns and issues confronting global education systems.

The expansion of the knowledge economy:

The emergence of the information economy is one of the most severe difficulties confronting educational systems today. The increasing relevance of information and skills in the workplace characterizes the knowledge economy. This shift places new demands on educational systems, which must provide students with the skills necessary to prosper in the knowledge



economy. Problem-solving, critical thinking, creativity, and cooperation are high-demand skills in the information economy. Traditional school settings do not always teach these abilities. As a result, several educational systems are including these abilities in their curricula.

Digital transformation:

The digital revolution is another crucial problem for educational systems. The digital revolution is changing how we live and work, and it is significantly impacting education. Technology must be embraced by schools in order to offer engaging and dynamic learning experiences. They must also teach pupils how to be critical information consumers in the digital age. The digital revolution is also opening new avenues for learning. Students now have online access to a multitude of information and tools. They can also communicate with students and experts from across the world. This offers the potential to customize and engage education.

The population is getting older:

The aging population places additional strain on schooling institutions. The aging population places strain on education systems, which must devise strategies to accommodate the needs of an older population. This includes offering chances for lifelong learning for older persons and adjusting courses to meet the needs of an aging workforce. As the globe becomes more interconnected and the rate of change accelerates, lifelong learning is becoming increasingly crucial. People must constantly acquire and adopt new abilities to stay ahead of the curve. This



implies that education must become more adaptable and sensitive to the demands of both individuals and employers.

Work's shifting character:

With the rise of technology and the gig economy, the nature of labor is also shifting. This poses significant challenges for educational systems, which must train students for occupations that still need to be created. Short-term contracts and freelance work characterize the gig economy. This creates a demand for workers with diverse abilities who can adjust to changing circumstances. Education systems must prepare students for this new environment by teaching them flexibility and adaptability.

The requirement for global competency:

The globe is becoming more networked, putting new demands on educational institutions. Students must be prepared to live and work in a worldwide environment, which requires them to build global competency. The ability to understand and engage with people from other cultures is referred to as global competency. It is required for pupils who wish to prosper in the global economy. Global competency must be incorporated into educational curricula by teaching pupils about diverse cultures and how to communicate effectively with people from various backgrounds.

Conclusion

Since 2008, the Organization for Economic Cooperation and Development (OECD) has published reports on educational developments. Over the last 14 years, these publications have



recognized several key trends and changes in education. The emergence of the information economy has been one of the most significant trends. The increasing relevance of information and skills in the workplace characterizes the knowledge economy. This shift places new demands on educational systems, which must provide students with the skills necessary to prosper in the knowledge economy. The digital revolution has been another critical trend. The digital revolution is changing how we live and work, and it is having a significant impact on education. Schools must embrace technology to offer engaging and dynamic learning experiences. They must also teach pupils how to be critical information consumers in the digital age.

In addition to these key trends, several educational changes have occurred over the last 14 years. These are some examples:

- A greater emphasis on global competence: As the globe becomes more interconnected, education institutions face new challenges. Students must be prepared to live and work in a worldwide environment, which requires them to build global competency.
- The significance of values education: In an increasingly varied and complicated world, institutions must teach pupils the principles of tolerance, respect, and understanding more than ever. These ideals are necessary for establishing a cohesive and peaceful society.
- The shift to customized learning: Customized learning is an educational method that tailors training to each learner's needs. This is becoming increasingly crucial as students' learning methods and interests diversify.



- The rise of online education: Online learning is becoming more popular to obtain an education. This is especially advantageous for pupils who reside in remote locations or have other constraints that make attending traditional schools challenging.

Recommendations

By reading the OECD reports and noting the uncovered trends, education systems can receive vital insight into better adapting to future challenges and capitalize on emerging opportunities.

Personalized learning is an effective strategy, a teaching style in which courses are tailored to the individual needs of each student. This becomes more important as today's student body becomes more diverse regarding learning styles and interests. Personalized education can be achieved in various ways, including, but not limited to, using technology to provide students with various learning paths or forming small learning communities in which students collaborate on projects of particular interest.

Another essential strategy is to accept technological advancement. To remain competitive, the educational system must adapt to the rapid changes brought about by technological breakthroughs. With technology, learning settings are more exciting and participatory, and students can access more material and collaborate with peers and subject-matter experts worldwide.

Our educational institutions should likewise prioritize lifelong learning. In today's fast-paced environment, knowledge, and abilities become quickly obsolete. This means that people



constantly seek new ways to improve their skills. Schools must teach children the skills to learn independently and adapt to new situations. All educational systems should strive for global competency. As the globe becomes more interconnected, new difficulties emerge for educational institutions. Preparing students for life and work in an increasingly interconnected and interdependent global community necessitates acquiring global competencies. The ability to interact and collaborate effectively with persons from diverse cultural backgrounds is called "global competence." Students who want to succeed in today's globalized business must have it.

If education systems prioritize these strategies, they will be better able to meet future challenges and capitalize on new opportunities. They can provide students with the knowledge-economy-relevant skills they will need to thrive in a globalized world by using technology to create dynamic, interactive learning environments and assist students in developing their needed intercultural competence in the future.

References

- Arthur, S. J., Hisrich, R. D., & Cabrera, Á. (2012). The importance of education in the entrepreneurial process: A world view. *Journal of Small Business and Enterprise Development*, 19(3), 500-514. <https://doi.org/10.1108/14626001211250180>
- Ashmarina, S., & Nikulina, E. (2017). Assessment of global trends impact on development of higher education system. *Problems and Perspectives in Management*, 15(3), 365-376. [https://doi.org/10.21511/ppm.15\(3-2\).2017.06](https://doi.org/10.21511/ppm.15(3-2).2017.06)



Boone, H., & Boone, D. (2007). Problems faced by high school agricultural education teachers. *Journal of Agricultural Education*, 48(2), 36-45. <https://doi.org/10.5032/jae.2007.02036>

Damiani, M. (2009). The stakeholder corporate governance view revisited. *Corporate Governance, Organization and the Firm*. <https://doi.org/10.4337/9781848446120.00010>

de Wit, H., & Altbach, P. G. (2020). Internationalization in higher education: Global trends and recommendations for its future. *Policy Reviews in Higher Education*, 5(1), 28-46. <https://doi.org/10.1080/23322969.2020.1820898>

Edith Moloantoa, M., & Dorasamy, N. (2017). Job satisfaction among academic employees in institutions of higher learning. *Problems and Perspectives in Management*, 15(3), 193-200. [https://doi.org/10.21511/ppm.15\(3-1\).2017.03](https://doi.org/10.21511/ppm.15(3-1).2017.03)

Helstad, K., & Lund, A. (2022). Knowledge creation in teachers' professional development. *NAFOL Yearbook 2012*. <https://doi.org/10.55669/oa020309>

Khmara, M., Grinenko, O., Koroied, S., Koucherets, D., & Bukhanevych, O. (2017). Development of global production networks in a global environment. *Problems and Perspectives in Management*, 15(3), 467-477. [https://doi.org/10.21511/ppm.15\(3-2\).2017.14](https://doi.org/10.21511/ppm.15(3-2).2017.14)

Lauder, H., & Brown, P. (2011). The standardization of higher education, positional competition and the global labor market. *Handbook on Globalization and Higher Education*. <https://doi.org/10.4337/9780857936233.00039>



Lebeau, Y., & Sall, E. (2011). Global institutions, higher education and development. Handbook on Globalization and Higher Education. <https://doi.org/10.4337/9780857936233.00017>

Lungu, M. (2022). The coding manual for qualitative researchers. American Journal of Qualitative Research, 6(1), 232-237. <https://doi.org/10.29333/ajqr/12085>

M, D. (2021). Experience of nursing students & Teachers on “E-learning” during COVID-lockdown-Qualitative descriptive study. Trends in Nursing and Health Care Research, 1(1). 20-33. <https://doi.org/10.53902/tnhcr.2021.01.000501>

Moura, M. L. (2021). Pedagogical practices in contemporary education: Bullying still a challenge to be faced. Trends in Nursing and Health Care Research, 1(1). 1-10 <https://doi.org/10.53902/tnhcr.2021.01.000504>

Ngorosho, S. D., & Lahtinen, U. (2022). Challenges for teacher education in developing countries. NAFOL Yearbook 2012. <https://doi.org/10.55669/oa020306>

O'Connor, A., & Greene, F. J. (2012). Is there an association between business and entrepreneurship education and differing entrepreneurial groups in Australia? Evidence from GEM Australia. Small Enterprise Research, 19(1), 5-15. <https://doi.org/10.5172/ser.2012.19.1.5>

OECD (2008), Trends Shaping Education 2008, OECD Publishing, Paris, <https://doi.org/10.1787/9789264046627-en>.

OECD (2010), Trends Shaping Education 2010, OECD Publishing, Paris, https://doi.org/10.1787/trends_edu-2010-en.



OECD (2013), Trends Shaping Education 2013, OECD Publishing, Paris, https://doi.org/10.1787/trends_edu-2013-en.

OECD (2016), Trends Shaping Education 2016, OECD Publishing, Paris, https://doi.org/10.1787/trends_edu-2016-en.

OECD (2019), Trends Shaping Education 2019, OECD Publishing, Paris, https://doi.org/10.1787/trends_edu-2019-en.

OECD (2022), Trends Shaping Education 2022, OECD Publishing, Paris, <https://doi.org/10.1787/6ae8771a-en>.

Polyakov, M. (2017). Positive impact of international companies on development of knowledge economy. Problems and Perspectives in Management, 15(2), 81-89. [https://doi.org/10.21511/ppm.15\(2\).2017.08](https://doi.org/10.21511/ppm.15(2).2017.08)

Thompson, J. (2023). Narrative Health: Examining the relationship between the phenomenon of awe and resilience and well-being. Journal of Community Safety and Well-Being, 8(2), 85-98. <https://doi.org/10.35502/jcswb.321>

Turner, B. (2008). Economic Co-operation organization (ECO). The Statesman's Yearbook, 69-70. https://doi.org/10.1007/978-1-349-74027-7_96

Van der Wende, M. (2011). Global institutions: The organization for economic Co-operation and development. Handbook on Globalization and Higher Education. <https://doi.org/10.4337/9780857936233.00015>

Vasist, P. N., & Krishnan, S. (2023). Fake news and sustainability-focused innovations: A review of the literature and



an agenda for future research. Journal of Cleaner Production, 8(2), 80-90. <https://doi.org/10.1016/j.jclepro.2023.135933>

Woodward, R. (2022). Organization and functioning. The Organisation for Economic Co-operation and Development (OECD), 59-80. <https://doi.org/10.4324/9781351025867-4>