Introduction

Education, as it stands, is still built on a paradigm that is no longer needed in modern society. One major flaw with the current system is that it stifles the creativity and drive of some students as each level of education is largely the same and is, as such, monotonous (Ackoff & Greenberg, 2008). Therefore, education requires some form of system to create an interest in learning for the students.

Ackoff and Greenberg (2008) explain that the current traditional means of teaching are no longer as relevant as they once were as it is aimed to produce members of society that were likely to not question any fundamental aspects of how things operated. It is largely a system that focuses on teaching while disregarding learning as the last major stride in development in education was to industrialise it – having them operate efficiently like factories (Ackoff & Greenberg, 2008). It is a system that is designed to keep moving often employing a “No Child Left Behind” policy which results in almost no time for anything other than the standardised and constantly measured curriculum (Gibson *et al*., 2006).

However, with the shift into the “information age”, the requirements of the workforce have also changed. The industrial age being a time of mass-production with the emergence of various new processing technologies and the information age being characterised by the fact that information is being transmitted and generated at an ever-increasing rate due to further technological developments (Gibson *et al*., 2006; Reigeluth, 1996). The most notable changes from the aforementioned paradigm shifts are that from conformity and compliance to initiative and diversity where greater value is placed on each individual’s strength and contribution to a project or organisation rather than each individual having the same skill set (Reigeluth, 1996). A few other differences between the needs of organisations during the industrial age and the new requirements brought with the information age are depicted in the above table.

Reigeluth (1996) continues and states that the current paradigm is not focused on learning but rather categorisation. Ackoff (1991) holds a similar viewpoint stating that there is more of a focus on teaching rather than learning. It should be noted that teaching and learning are very distinct from one another as both can take place without the other (Ackoff, 1991). Learning is defined as increasing one’s ability to perform an act effectively while trying to meet an objective through acquiring new knowledge whereas teaching is the process of providing this knowledge (Ackoff, 1991). Through this, it is clear that institutions under this paradigm aim to give learners a verbose vocabulary to speak on topics that they do not fully comprehend (Ackoff, 1991).

Due to this aforementioned paradigm shift and in what requirements are desired by most organisations in the information age, a shift in instructional theory is also needed – one such as going from making use of passive learning through traditional teaching means to one that is centred on active learning (Reigeluth, 1996).

Pedagogy/Learning theory helpful to this