

Educational Philosophies


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Learning OBJECTIVES

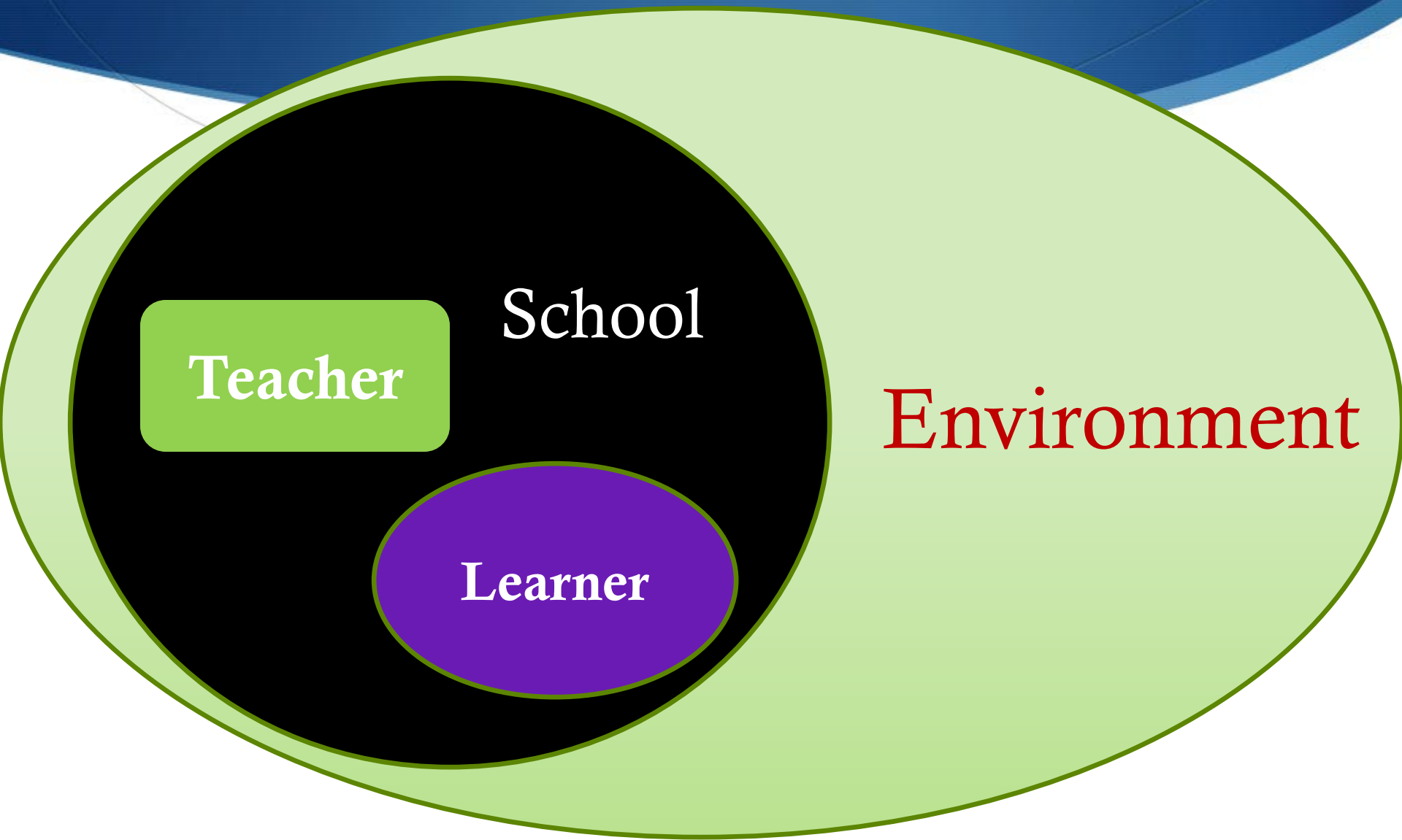
- ◆ To explain the different educational philosophies.
- ◆ To illustrate the influence of these educational philosophies on the framework of modern-day learning.

What is Philosophy?

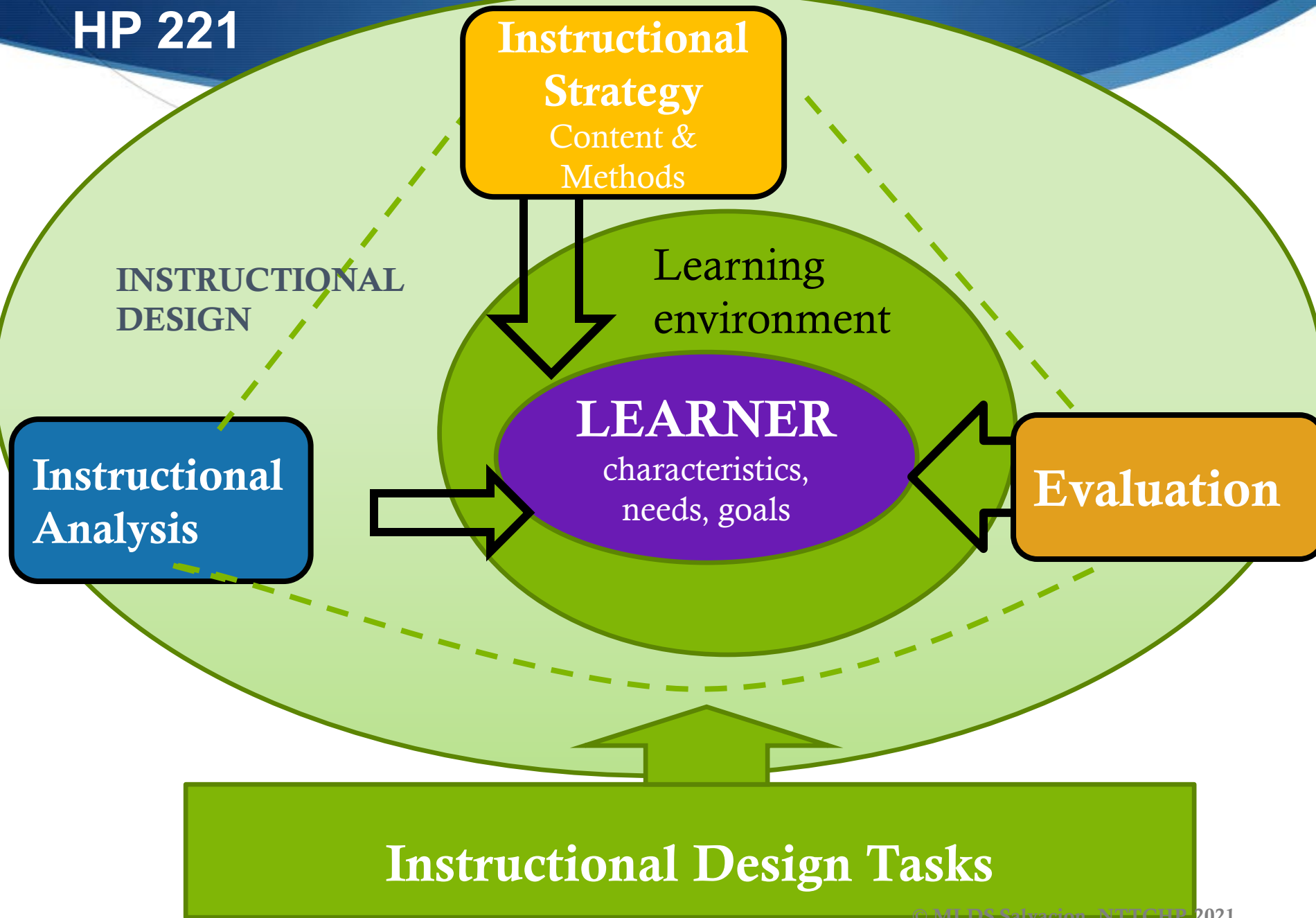
- 💧 "love of wisdom"
- 💧 any coherent body of knowledge that represents a "master plan" for wise decision making
- 💧 World View
- 💧 represents a deeply felt commitment & a powerful determinant in the decision-making processes of every individual & the society

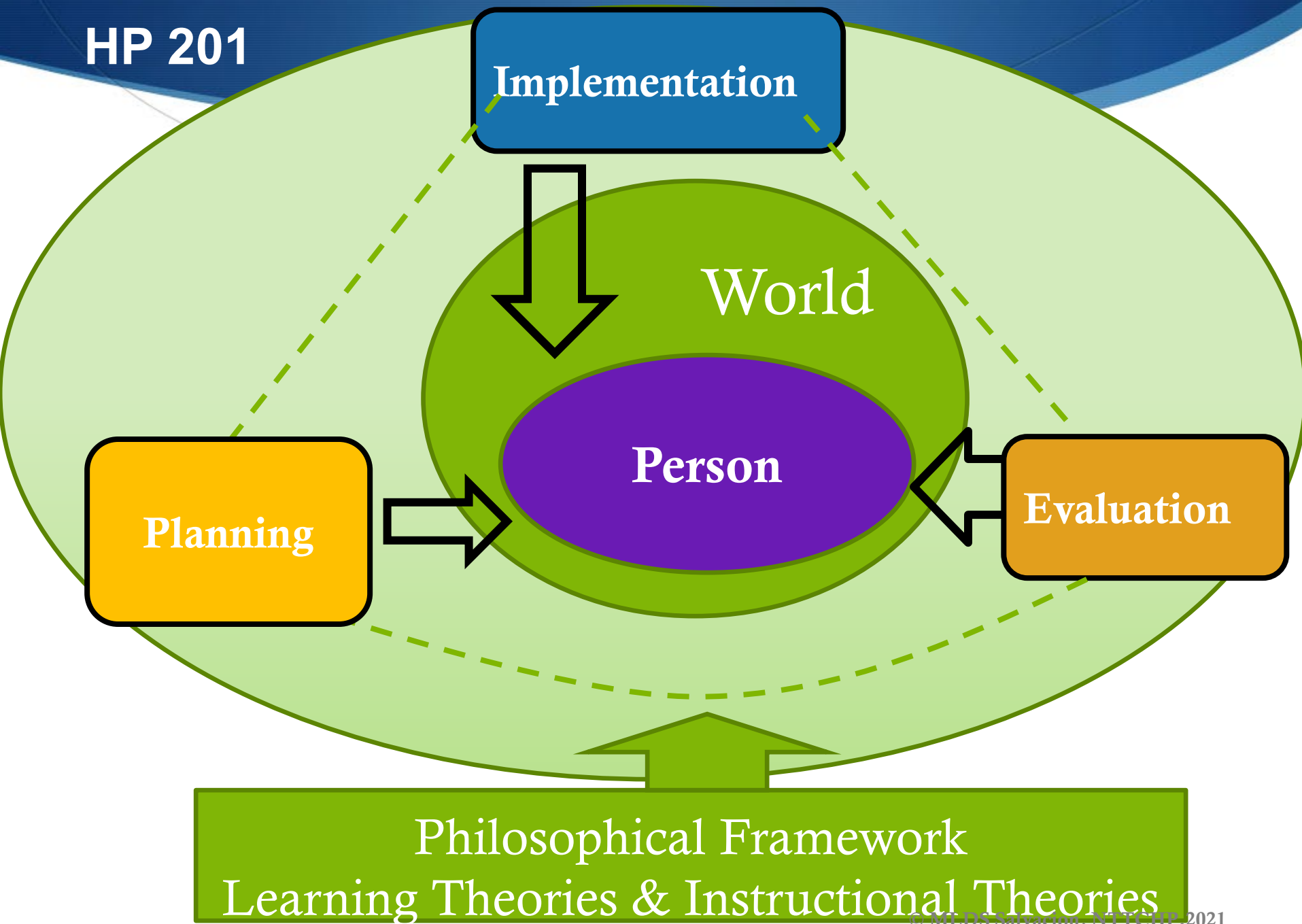
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Why is it important for an
Teacher to understand
Philosophy?



The Educational Playing Field





BACKGROUND

PHILOSOPHY : “Love for Wisdom”

METAPHYSICS

- 💧 What is the nature of REALITY?
- 💧 Educational Concern = the Curriculum

EPISTEMOLOGY

- 💧 What is the nature of KNOWLEDGE?
- 💧 Educational Concern = Methods of Instruction

AXIOLOGY

- 💧 What is the nature of VALUES?
- 💧 Educational Concern = Behavior

BELIEVING

SENSING

EXPERIENCING

CHOOSING

Organization of Philosophical Positions

Problem Area/ Philosophical Position	Ontology	Epistemology	Axiology	Representative Philosophical Schools
Other Worldly	Absolute reality exists in another supernatural world	Absolute knowledge is received	Absolute good is God or the ideal	Religion Idealism Transcendentalism
Earth-centered	Absolute reality is inherent in this world	Absolute knowledge is discovered	Absolute good is the law of nature	Rational Realism Empirical Realism Positivism Naturalism Logical Empiricism Dialectical Materialism
Man-centered	Relative reality is human experience	Relative knowledge is constructed	Relative good is the preferred consequence	Pragmatism Instrumentalism Experimentalism Existentialism Phenomenology

IDEALISM

The world of mind, ideas, and reason are primary

- ◆ Metaphysics
 - ◆ Reality is Absolute
 - ◆ Stresses mind over matter
 - ◆ What is most real is the ideal - abstract, the universal
- ◆ Epistemology
 - ◆ Truth is Objective
 - ◆ All knowledge includes a mental grasp of ideas and concepts
- ◆ Axiology
 - ◆ Values are rooted in universal truths
 - ◆ Values can be classified and ordered into a hierarchy

REALISM

The universe exists whether the mind perceives it or not!

- Metaphysics
 - Reality is Absolute
 - Reality is composed of matter (BODY) and form (MIND)
- Epistemology
 - Truth is Objective
 - Knowledge comes from the senses (**SENSE REALISM**)
- Axiology
 - Values derived from natural law

PRAGMATISM

Experimentalism – experience or things that work

- ◆ Metaphysics
 - ◆ Reality is Relative
 - ◆ Regarded reality as an event or process
 - ◆ Meaning is derived from an experience in the environment
- ◆ Epistemology
 - ◆ Truth is Relative and determined by consequences
 - ◆ Arrived by inquiry, testing questioning, re-testing
- ◆ Axiology
 - ◆ Primarily focused on utility
 - ◆ Determined by own experiences

EXISTENTIALISM

Focused on a personal and subjective existence

- 💧 Metaphysics
 - 💧 Reality is Relative
 - 💧 No purpose or meaning to the universe
 - 💧 No world order or natural scheme of things
- 💧 Epistemology
 - 💧 Truth is Subjective
 - 💧 We come to know the truth by choice
 - 💧 The authority is found in SELF
- 💧 Axiology
 - 💧 Choice determines values

Educational Philosophies

Other-Worldly

Idealism

Essentialism

Earth-centered

Realism

Perennialism

TRADITIONAL

Man-centered

Pragmatism

Existentialism

Progressivism

Reconstructionism

Constructivism

CONTEMPORARY

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

◆ PERENNIALISM

Perennialism

- 💧 *“To teach ideas that are everlasting. To seek unending truths which are constant, not changing”*

Perennialism

Proponents

💧 Robert Maynard Hutchins & Mortimer Adler

- 💧 Knowledge is everywhere the same - an organized information that has been reflected upon, thought about.
- 💧 “Liberal Education” – educating in the liberal arts and the great books
- 💧 “Teacher-Centered”

(America, 1920's to 1940's)



(America, 1930's to 1950's)

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Perennialism

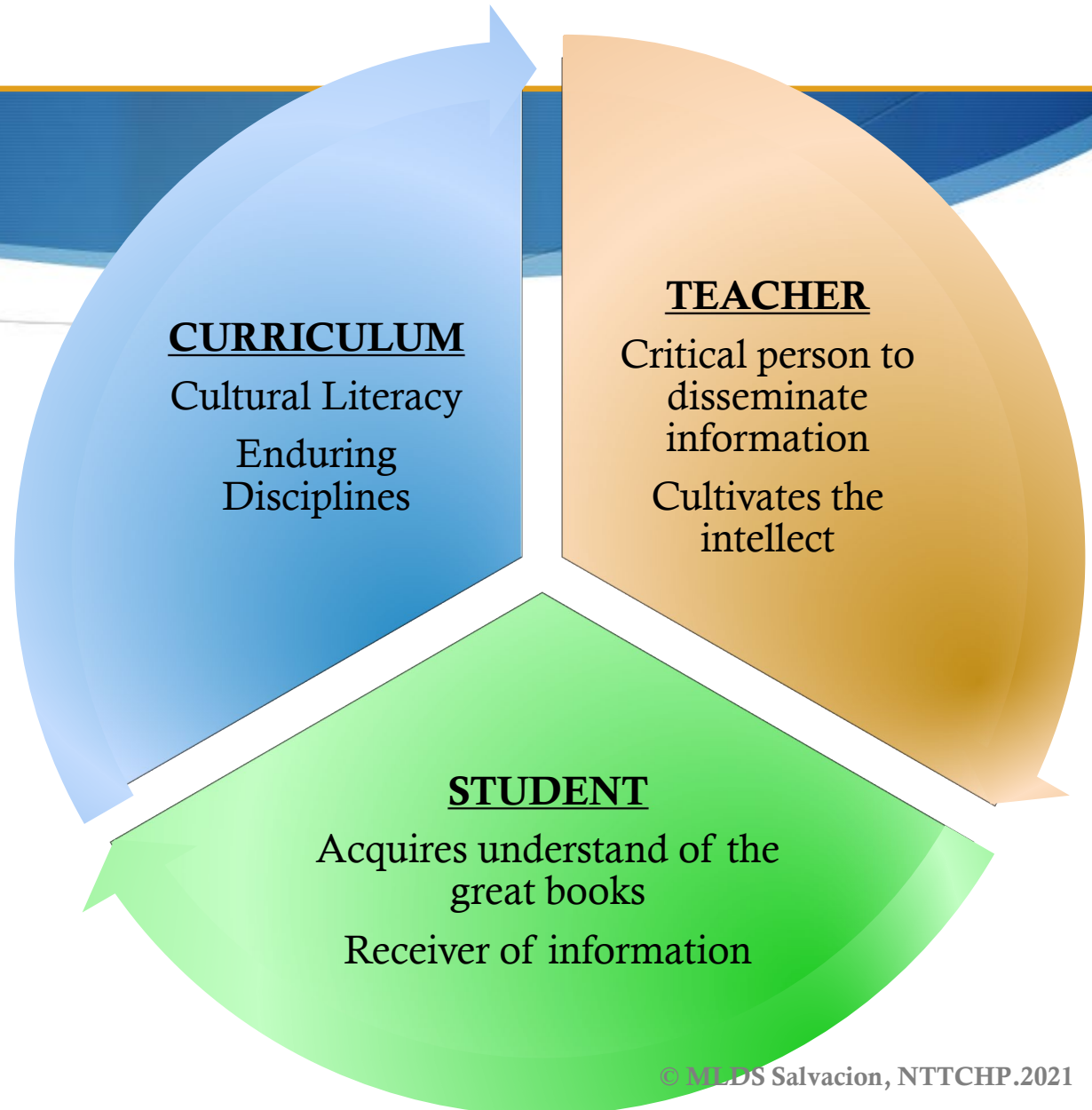
Philosophy of Education

The perennialism philosophy of education stresses the following:

- 💧 **Liberal Education**
- 💧 **Cultivation of the Intellect**
- 💧 **Constant and Unending truth**

Perennialism

Educational Structure



PHILOSOPHICAL FOUNDATIONS OF EDUCATION

◆ ESSENTIALISM

Essentialism

- *“Culture, Tradition and Fundamental knowledge define a Competent person.”*

Essentialism

Proponent

- 💧 **William Bagley** (America, 1930's to 1950's)
 - 💧 A common core of knowledge should be transmitted systematically
 - 💧 Core curriculum may **change**
 - 💧 **“BACK TO BASICS”** read, write, spell, compute
 - 💧 **Hard work, respect for authority, discipline**
 - 💧 Schools should not influence policies



Essentialism

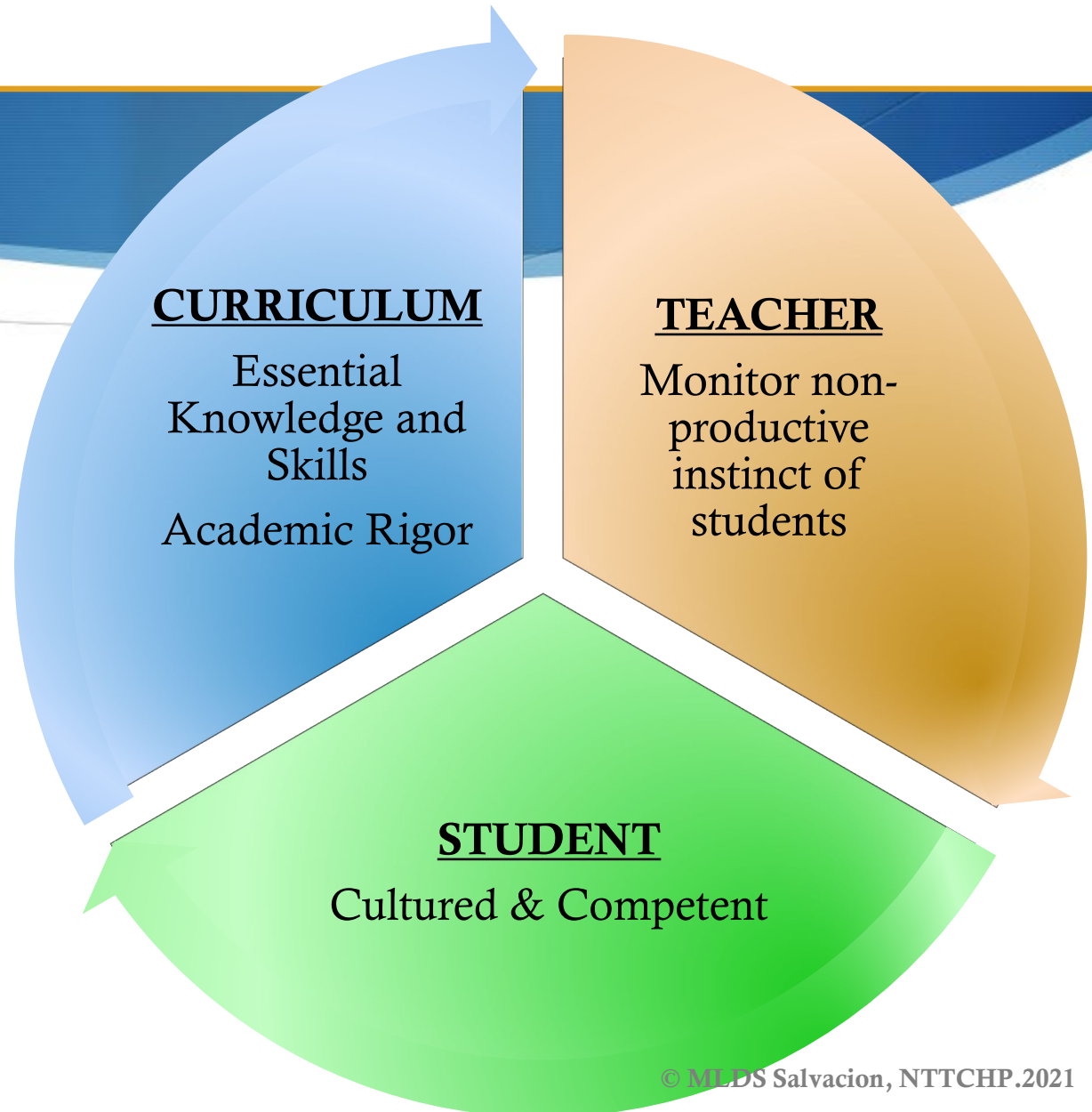
Philosophy of Education

The essentialism philosophy of education stresses the following:

- 💧 **Intellectual and Moral Standards**
- 💧 **Fundamental and Factual knowledge**
- 💧 **Culture defines Competence**

Essentialism

Educational Structure



PHILOSOPHICAL FOUNDATIONS OF INSTRUCTIONAL DESIGN

◆ PROGRESSIVISM

Progressivism

- *“Education should focus on the learner, rather than on the content or the teacher.”*

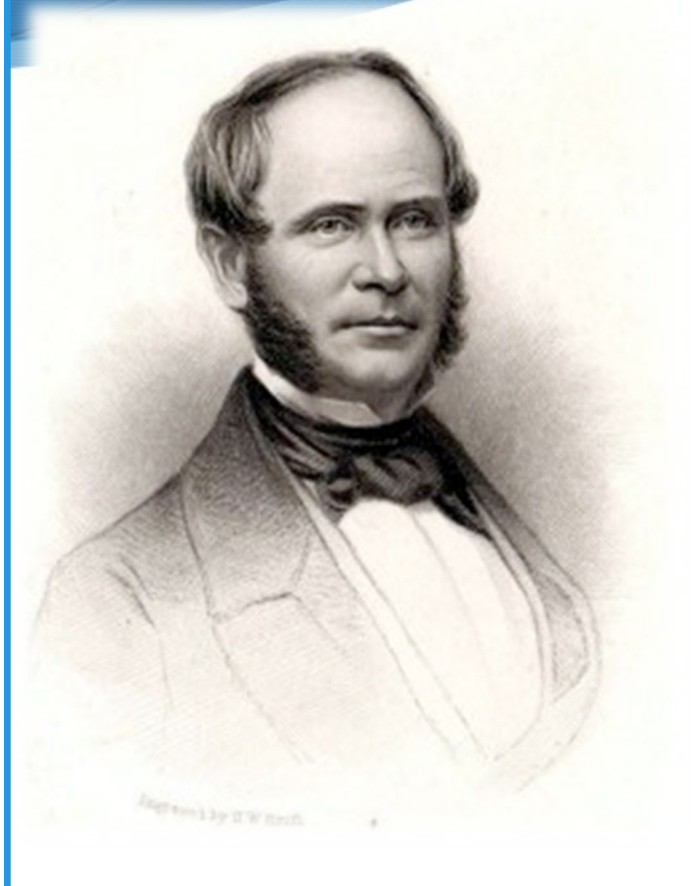
Progressivism

Proponents

💧 HENRY BARNARD

(America, 1830's)

- 💧 The dismal physical environment of the school did not promote enthusiastic learning by his pupils.
- 💧 A set of uniform standards, including the incorporation of more varied subjects and better trained teachers, would improve the educational experience of students.



Progressivism

Proponents

🟢 JOHN DEWEY

(America from the mid 1920s through the mid 1950s)

- 🟢 The school should improve the way of life of our citizens through experiencing freedom and democracy in schools.
- 🟢 Shared decision making, planning of teachers with students, student-selected topics are all aspects.
- 🟢 Books are tools, rather than authority.



Progressivism

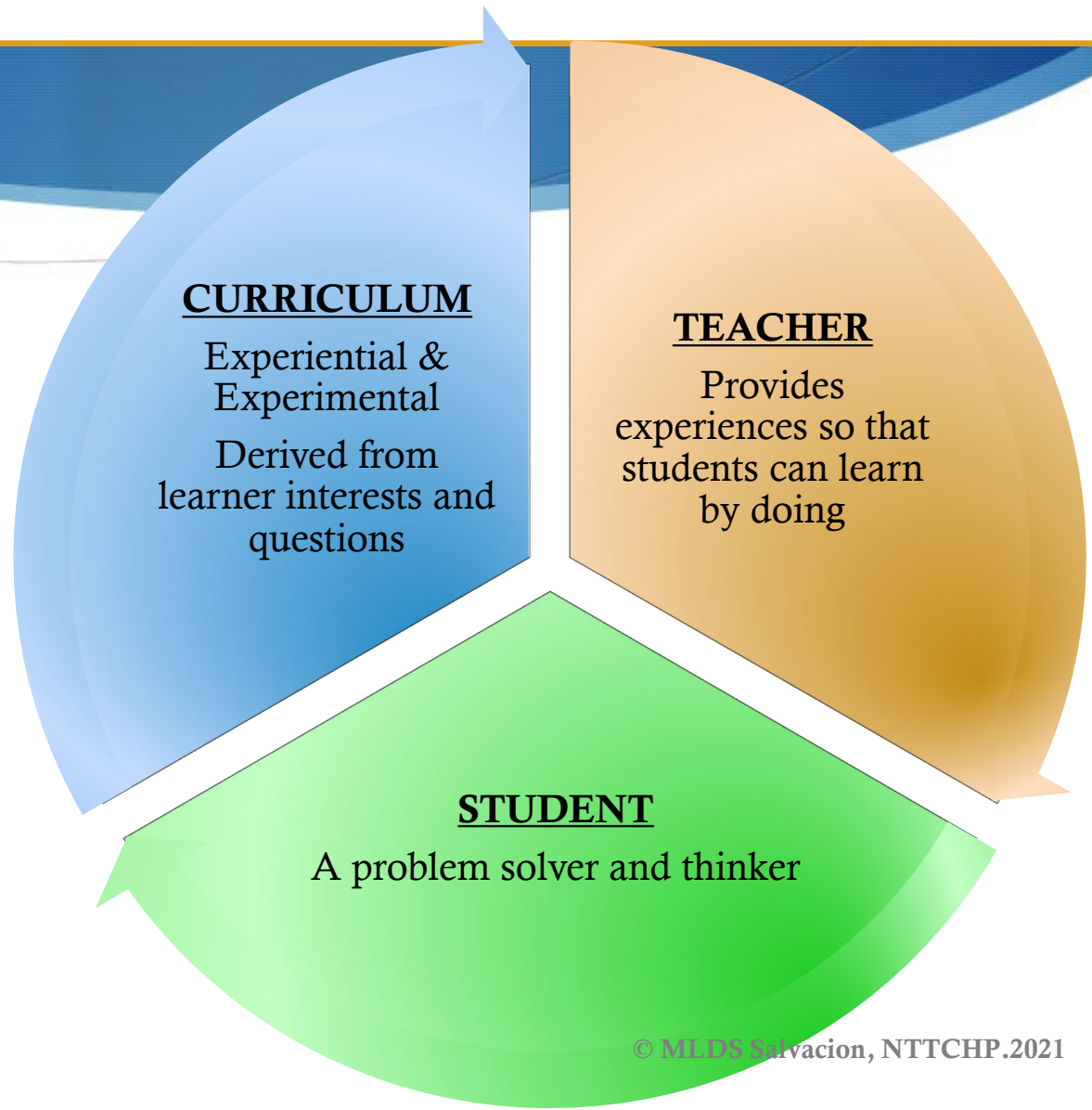
Philosophy of Education

The progressivism philosophy of education stresses the following:

- 💧 **Experiential Learning**
- 💧 **The Scientific Method**
- 💧 **Intrinsic Motivation**

PROGRESSIVISM

Educational Structure



PHILOSOPHICAL FOUNDATIONS OF EDUCATION

◆ RECONSTRUCTIONISM

Reconstructionism

💧 *“Education should change the world for the better.”*

Reconstructionism

Proponent

💧 Theodore Brameld

(1930s) *Education as Power*

- 💧 Education as having two roles—to transmit culture and to modify culture (“**cultural crisis**”)
- 💧 “When American culture is in a state of crisis, the second of these roles—that of modifying and innovating—becomes more important.”



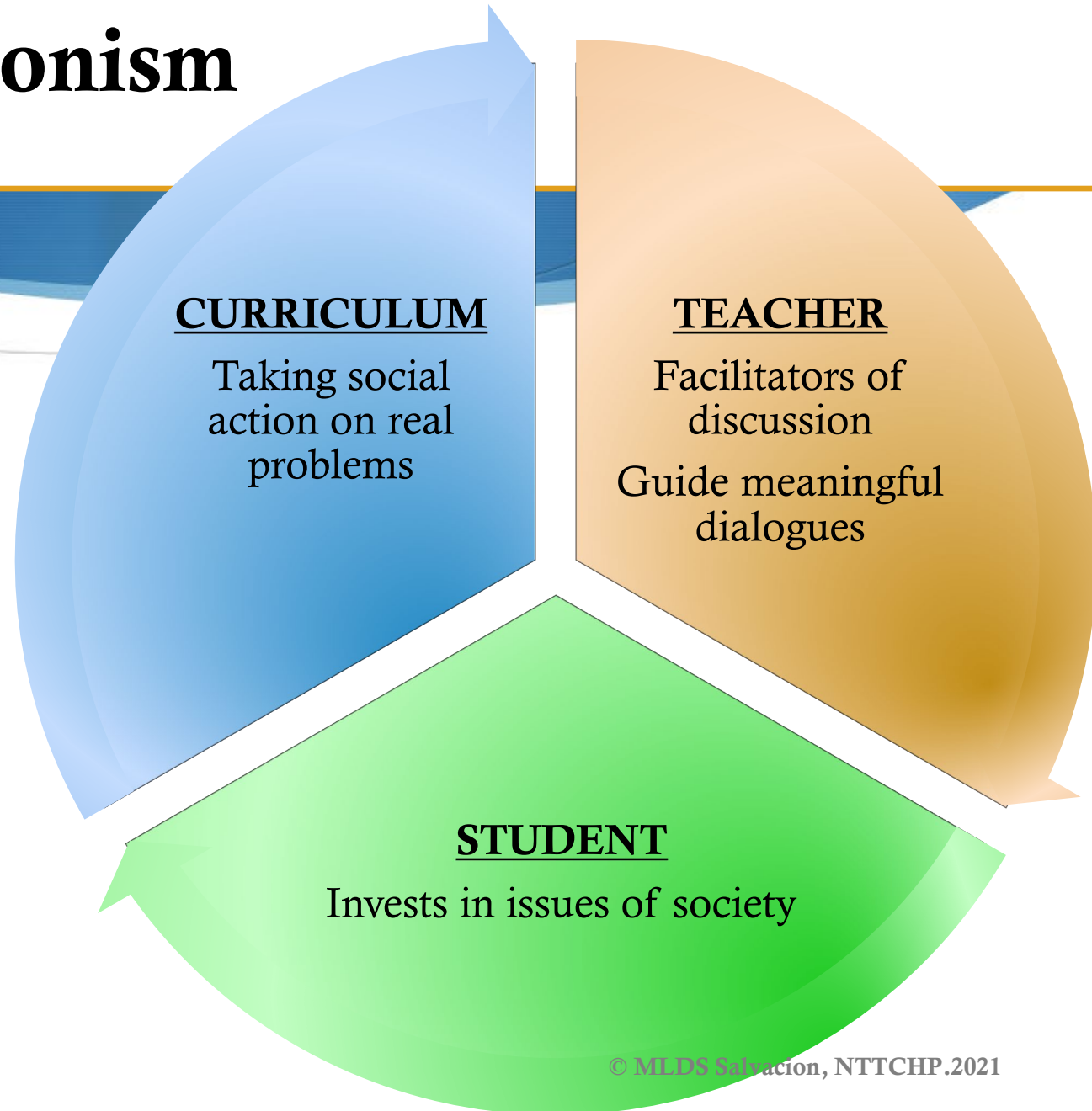
Reconstructionism

Philosophy of Education

- ◆ The Reconstructionism philosophy of education stresses the following:
 - ◆ **Improving and reforming society.**
 - ◆ **Social purpose.**
 - ◆ **Democracy in the classroom.**

Reconstructionism

Educational Structure



PHILOSOPHICAL FOUNDATIONS OF EDUCATION

◆ CONSTRUCTIVISM

Constructivism

💧 *“Knowledge is constructed through experience.”*

Constructivism

PROPONENTS



💧 Jean Piaget (1896–1980)

- 💧 Defined accommodation and assimilation as ways for new knowledge to build upon previous knowledge.

Sensori-motor (0-2 years)

Schema created by child reinforcing that objects are permanent

Understanding of world developed through sensory and physical experimentation

Pre-operational (2-7 years)

Beginnings of language through understanding of symbols

Egocentric

Difficulty understanding conversation or more than one aspect of a situation

Concrete Operational (7-11 years)

Ordering and classifying based on appearance

Ability to sequence numbers

Developing ability to empathise

Simplistic understanding of maths, geometry and physics

Formal Operations (11+ years)

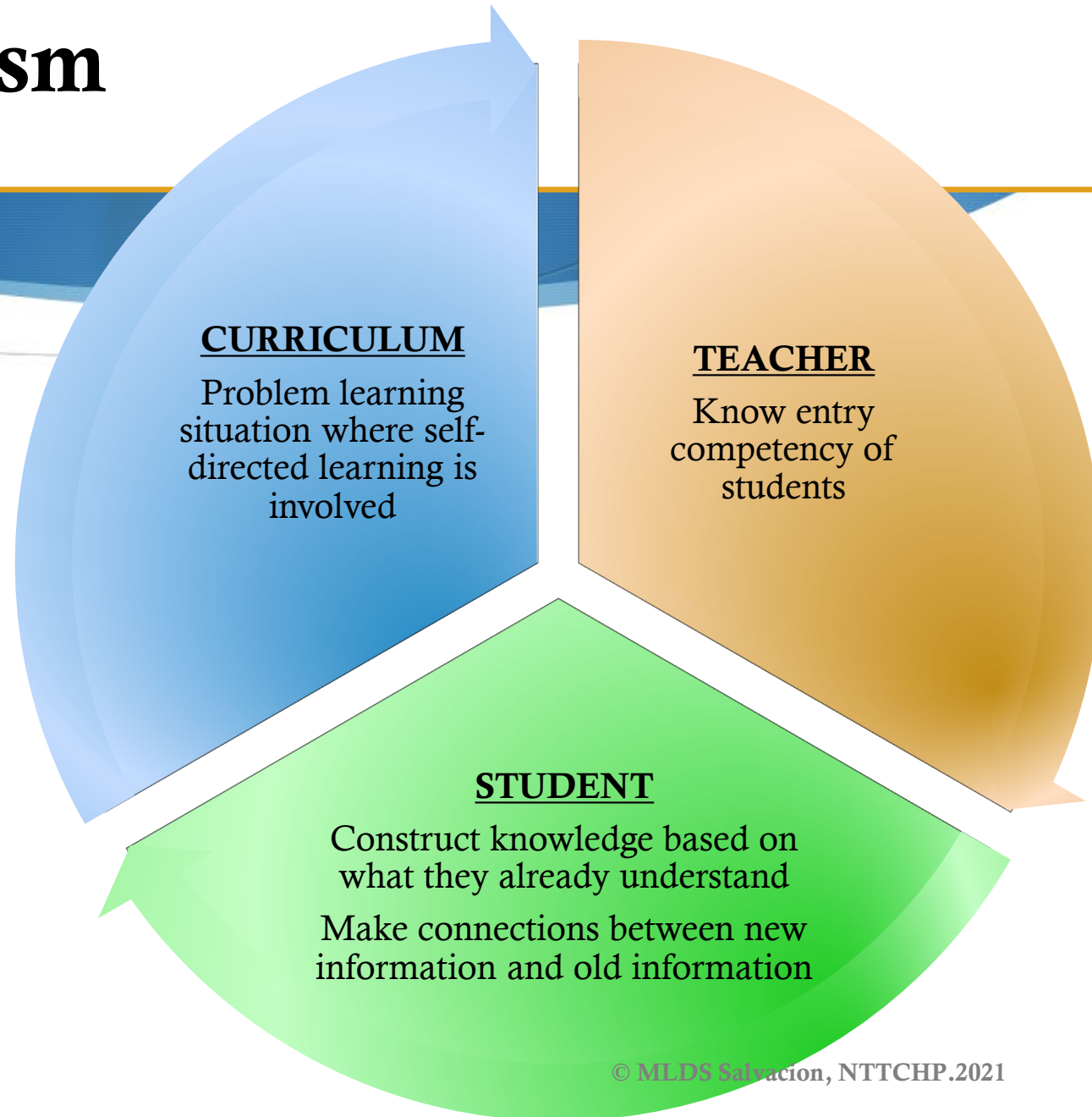
Ability to draw conclusions based on hypotheses rather than objects

Adolescent egocentrism

Logical

Constructivism

Educational Structure



Organization of Educational Philosophies

Philosophical Base	Knowledge	Aim of Education	Role of Teacher	Curricular Issues
Essentialism (Idealism, Realism)	Essential skills	Intellectual growth of Competent person	Authority in the subject	Languages, Science & Math
Perennialism (Realism)	Facts & timeless knowledge	Cultivate intellect of Rational person	Help student think rationally	Classical Subjects, History
Progressivism (Pragmatism)	Leads to development	Promote Democratic Social Living	Guide to problem solving	Students' Interest; Multidisciplinary
Reconstructionism (Pragmatism, Existentialism)	Contemporary & future society	Change & Social Reform	Agent of change	Social Sciences
Constructivism (Pragmatism, Existentialism)	Constructed	Make sense of Experiential world	Facilitator	Students' Prior Knowledge

WORLD PHILOSOPHIES

IDEALISM

REALISM

PRAGMATISM

EXISTENTIALISM

EDUCATIONAL PHILOSOPHIES

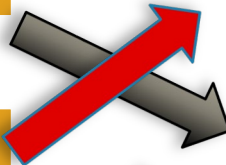
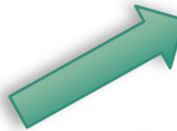
ESSENTIALISM

PERENNIALISM

PROGRESSIVISM

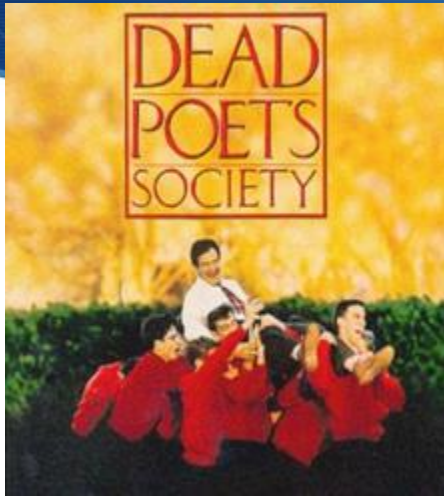
RECONSTRUCTIONISM

CONSTRUCTIONISM

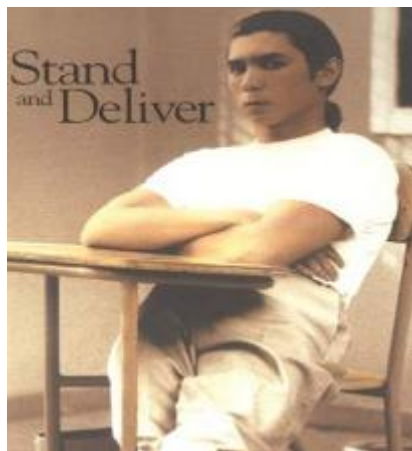


Philosophies of Education

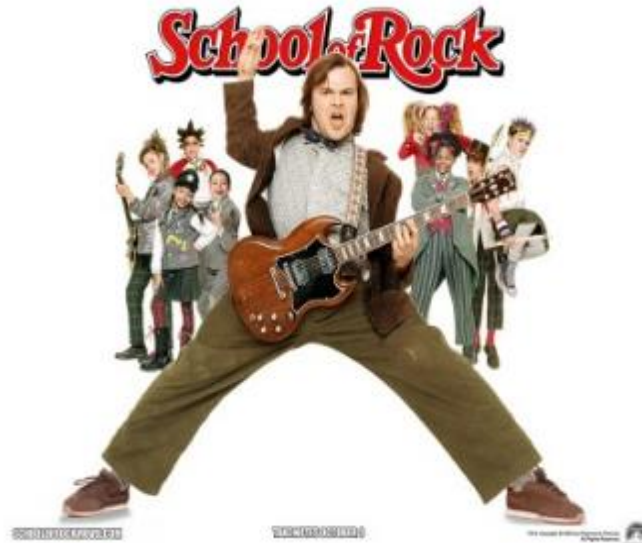
AT THE MOVIES



Progressivism



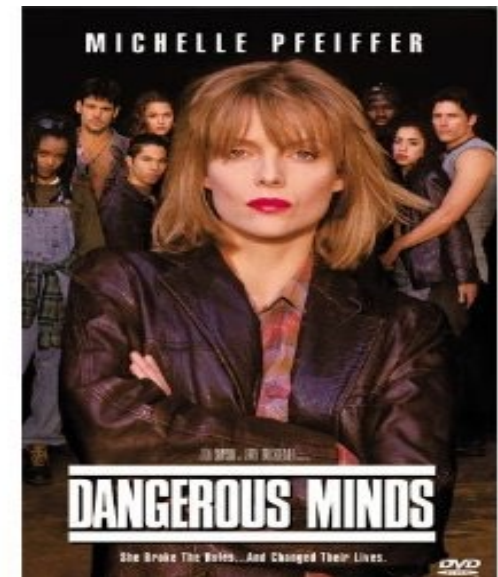
Essentialism



Social Reconstructionism



Perennialism



Existentialism

ACTIVITY GUIDE

TASK #4

My Educational Coat of Arms

- ◆ Your Teaching Philosophy is a summary of Philosophical Credo – what you believe about the important matters involved in the educational milieu, as represented in the 4 Branches of Philosophy: What is Real (Metaphysics), What is Knowledge (Epistemology), What is Good (Ethics) and what is Beautiful (Esthetics). A good way to summarize these is through drawing your Educational Coat of Arms.

ACTIVITY GUIDE

TASK #4

My Educational Coat of Arms

- ◆ In the European Countries with a long lineage of royalties, each family had an official COAT OF ARMS. This Coat of Arms was a symbol of their identity and it speaks of the status of the family. It is usually placed at the door of each house to identify the family that lives within. Symbols are drawn/engraved to represent the main strengths or traits of the family.

ACTIVITY GUIDE

TASK #4

My Educational Coat of Arms

Draw your **Educational Coat of Arms**, and expression of your Educational Credo

1. Answer the following Questions:
 - a. What is my view of the world/ universe?
 - b. What is my view of the school/ classroom/ curriculum?
 - c. What is my view of a child/learner/ student?
 - d. When I die, what kind of teacher/learner do I want to be remembered of?
2. Choose a graphic representation for the abstract concepts above.
3. Plot them in your Coat of Arms. You may use free patterns from the internet or the free clipart provided.
4. Explain your coat of arms in class in a pre-recorded video in our synchronous session. Written output to be submitted on the Course Site.

THE PHILOSOPHER AND THE MAN WITH NO INSIGHT



THANK YOU!



