



## STUDY GUIDE MODULE 2.

### The WHAT and WHY of Teaching and Learning Philosophy and Education

#### Introduction

Philosophy is your prism, it is a lens through which you see and understand the world. It is not out there and far away, a pseudo intellectual high falutin abstraction that is barely understandable to anyone but to its proponents. On the contrary, philosophy is there as a guiding principle in order for your thoughts, actions to be meaningful and understandable to others. Philosophy is important to have precision and consistency in our lives. In the same way that our personal philosophy affects everything we say and do, it is likewise important to learn how to see this philosophical filter in other people's works, works which we consume and allow to influence our own interior world.

This unit discusses the basic concepts of philosophy and the importance of having an integrated philosophy of life to have consistency in one's thoughts and behavior. It also discusses how the different educational philosophies explain learning, and the role of the different players in the educational milieu. Finally, the learner will trace their own philosophical upbringing and identify the many hidden teachers in their lives – sources and influences that contribute to their personal world view and their understanding of their role as teachers.

#### Learning Outcomes

SLO 1: To discuss one's own perceptions about teaching and learning.

SLO 2: To explain the 4 main branches of philosophy.

SLO 3: To explain how having a personal philosophy contributes to consistency and precision in one's decisions, behavior, lifestyle.

SLO 4: Formulate my own personal Teacher's Philosophy

#### Reflection Points

*How do differences in philosophies lead to conflicts, within the person or between persons and institutions?*

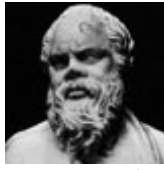
*How does having a philosophy contribute to consistency in one's thinking, decisions, and lifestyle?*



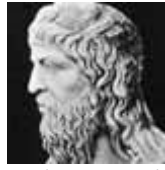
## Read. Watch. Research... about the great thinkers in history



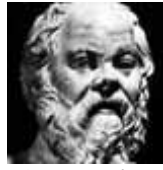
Eastern Philosophy:  
Buddhism Hinduism  
Taoism Confucianism



Ancient Greek  
Philosophy: Stoicism,  
Quotes, Pictures



Heraclitus: Biography,  
Pictures, Philosophy  
Quotes



Socrates: Life &  
Death, Biography,  
Pictures, Quotes



Plato: Greek  
Philosopher.  
Republic Quotes,  
Biography



Aristotle: Politics &  
Philosophy Quotes,  
Biography, Pictures



Marcus Aurelius:  
'Meditations' Quotes,  
Biography, Pictures



Benedict de Spinoza:  
'Ethics' Philosophy  
Quotes



Gottfried Wilhelm  
Leibniz: Monad  
Philosophy Quotes



George Berkeley:  
Philosophy Quotes,  
Biography, Pictures



David Hume:  
Biography, Pictures,  
Philosophy Quotes



Immanuel Kant:  
Critique of Pure  
Reason Quotes



Friedrich Nietzsche:  
Biography, Pictures,  
Philosophy Quotes



Politics: Political  
Science Globalisation:  
Democracy, Utopia



Philosophy of  
Education: Teaching  
Philosophy



Philosophy of Art:  
Renaissance  
Impressionist  
Modern Art Gallery



Philosophy of Mind:  
Idealism to Realism  
Uniting Matter &  
Mind



Postmodern  
Philosophy  
Postmodernism Vs.  
Realism

We all know who Albert Einstein is, and so we are interested to know what he says about philosophy, and about the role of schools in the cultivation of individuals and of society. Here are some more of my favorite quotes about philosophy and education...from some of the greatest thinkers in history. Because basically that's what philosophers are. They are thinkers. They think about anything and everything: from the big questions like What is the purpose of life? What is true, good and beautiful? And who says so? To the most intimate questions of what is 'my' reason for being? If you are curious enough, you might want to engage with the material, research the topic further. You can look them up and see what they had to say about the role of the school, the teacher, and the student in relation to society and the world.

*The only thing that interferes with my learning is my education (Albert Einstein)*

*Plants are shaped by cultivation and men by education...*

*We are born weak, we need strength; we are born totally unprovided, we need aid;  
we are born stupid, we need judgment.*

*Everything we do not have at our birth and which we need when we are grown  
is given us by education. (Jean Jacques Rousseau, Emile, On Philosophy of Education)*

*Anyone who searches the great thinkers for their opinions and viewpoints can be sure of going astray  
before obtaining a result. (Martin Heidegger, 1987)*



*My dear children: I rejoice to see you before me today, happy youth of a sunny and fortunate land. Bear in mind that the wonderful things that you learn in your schools are the work of many generations, produced by enthusiastic effort and infinite labour in every country of the world. All this is put into your hands as your inheritance in order that you may receive it, honour it, and add to it, and one day faithfully hand it on to your children. Thus do we mortals achieve immortality in the permanent things which we create in common. If you always keep that in mind you will find meaning in life and work and acquire the right attitude towards other nations and ages. (Albert Einstein talking to a group of school children. 1934)*

*The school has always been the most important means of transferring the wealth of tradition from one generation to the next. This applies today in an even higher degree than in former times, for through modern development of the economic life, the family as bearer of tradition and education has been weakened. The continuance and health of human society is therefore in a still higher degree dependent on the school than formerly.*

*Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation. But that is not right. Knowledge is dead; the school however, serves the living. It should develop in the young individuals those qualities and capabilities which are of value for the welfare of the commonwealth. But that does not mean that individuality should be destroyed and the individual become a mere tool of the community, like a bee or an ant. For a community of standardised individuals without personal originality and personal aims would be a poor community without possibilities for development. On the contrary, the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem.*

*To me the worst thing seems to be for a school principally to work with methods of fear, force and artificial authority. Such treatment destroys the sound sentiments, the sincerity, and the self-confidence of the pupil. It produces the submissive subject. It is no wonder that such schools are the rule in Germany and Russia.*

*..the desire for the approval of one's fellow man certainly is one of the most important binding powers of society. In this complex of feelings, constructive and destructive forces lie closely together. Desire for approval and recognition is a healthy motive; but the desire to be acknowledged as better, stronger, or more intelligent than a fellow being or scholar easily leads to an excessively egoistic psychological adjustment, which may become injurious for the individual and for the community. Therefore, the school and the teacher must guard against employing the easy method of creating individual ambition, in order to induce the pupils to diligent work. (Einstein)*

*I think it better to say that the evil arises from their tackling the sciences in the wrong manner and that, from the way we have been taught, it is no wonder that neither master nor pupils become more able, even though they do know more. In truth the care and fees of our parents aim only at furnishing our heads with knowledge: nobody talks about judgement or virtue. When someone passes by, try exclaiming, 'Oh, what a learned man!' Then, when another does, 'Oh, what a good man!' Our people will not fail to turn their gaze respectfully towards the first. There ought to be a third man crying, 'Oh, what blockheads!' (de Montaigne)*



## 4 Branches of Philosophy and the 4 Major World Philosophies

To get an Introduction to GENERAL PHILOSOPHY and the 4 Major Branches of Philosophy: Metaphysics, Epistemology, Ethics and Esthetics, please

**Watch** Crash Course Philosophy: What is Philosophy? The 4 Branches of Philosophy and why should I be bothered?

[https://www.youtube.com/watch?v=1A\\_CAkYt3GY&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5](https://www.youtube.com/watch?v=1A_CAkYt3GY&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5)

You might want to look up the following book and **Read up** on the 4 Major Philosophies: Idealism, Realism, Pragmatism and Existentialism.

Ornstein AC & Hunkins FP (1998). Curriculum: Foundations, principles and issues. Needham Heights, MA: Allyn and Bacon

This table presents a summary of the three branches of philosophy and how varying representative philosophical schools of thought are positioned within the three unique ontological positions. The 4 Major World Philosophies are highlighted in the last column. It is from these 4 that most of the world philosophies and the lesser philosophies are rooted.

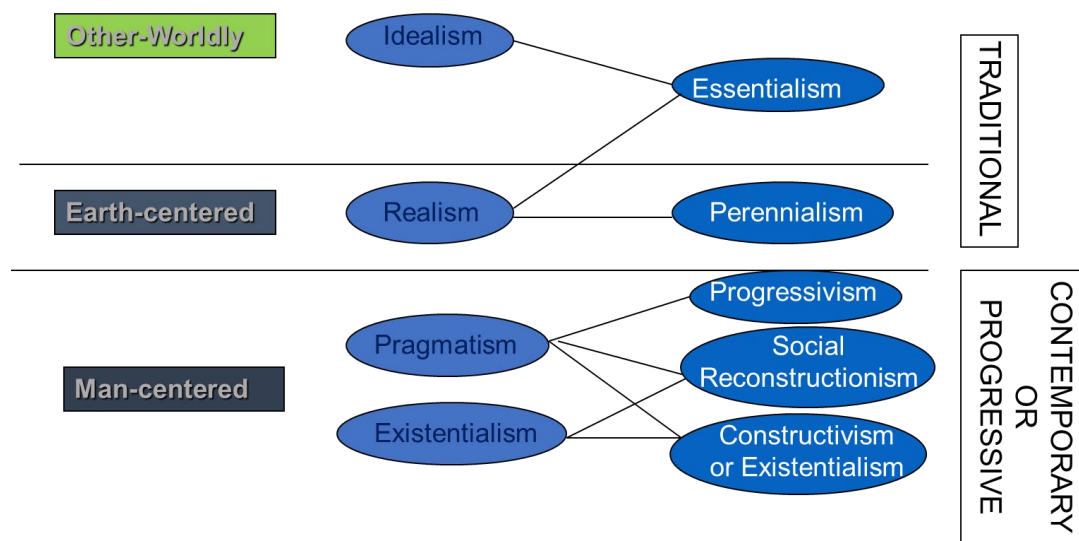
Problem Area/ Philosophical Position	Ontology	Epistemology	Axiology	Representative Philosophical Schools
<b>Other Worldly</b>	Absolute reality exists in another supernatural world	Absolute knowledge is received	The Absolute good is God or the ideal	Religion <b>Idealism</b> Transcendentalism
<b>Earth-centered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

In the LMS there are several Reference Materials uploaded which you can read according to what strikes your interest. These will be of great help to you in doing the Activities and Assignments.



The major philosophy aligned with the other worldly position is idealism, while realism align with an earth-centered ontology. These major philosophies are the basis for the development of the traditional educational philosophies of essentialism and perennialism. In contrast, the major philosophies of pragmatism and existentialism have man-centered ontologies, giving rise to the contemporary or progressive educational philosophies of progressivism, social reconstructionism, and constructivism, which is sometimes also referred to by the major philosophy of existentialism.

## Educational Philosophies and their roots



## Comparison of Attributes of Educational Philosophies

Philosophical-orientation	<i>Realism</i>	<i>Idealism &amp; Realism</i>	<i>Pragmatism</i>	<i>Existentialism</i>
Theoretical-orientation	<i>Perennialism</i>	<i>Essentialism</i>	<i>Progressivism</i>	<i>Reconstructionism</i>
Direction in time	preserving the past		growth, reconstruct present, change society, shape future	
Educational value	fixed, absolute, objective		changeable, subjective, relative	
Educational process	focuses on teaching		focuses on active self-learning	
Intellectual focus	train, discipline the mind		engage in problem-solving, social tasks	
Subject-matter	for its own self-importance		all have similar value	
Curriculum	composed of three Rs		three Rs, arts, sciences, vocational	
Learning	cognitive learning, disciplines		exploratory, discovery	
Grouping	homogeneous		heterogeneous, culturally diverse	
Teacher	disseminates, lectures, dominates instruction		facilitates, coaches, change agent	





<b>Student</b>	receptacle, receives knowledge, passive	engages discoverer, constructs knowledge
<b>Social</b>	direction, control, restraint	Individualism
<b>Citizenship</b>	cognitive, personal development	personal, social development
<b>Freedom and Democracy</b>	conformity, compliance with authority, knowledge and discipline	creativeness, self-actualization, direct experiences
<b>Excellence vs. Equality</b>	excellence in education, academic, rewards and jobs based on merit	equality of education, equal change to disadvantaged
<b>Society</b>	group values, acceptance of norms, cooperative and conforming behavior	individual growth, individual ability, importance of individual

### Activities. Assignments. Assessment

#### What is your Educational Philosophy?

Here is a convenient questionnaire designed by Patricia T. Jersin in 1972 entitled "What is our EP: a Test which identifies YOUR Educational Philosophy". Take the test and find out what is your predominant philosophy. This activity is for Formative Feedback only. It will be counted, but not graded, but you are encouraged to participate in the reflection, and discussion.

#### Task#3 "My Perceptions on Philosophy in HPEd"

After more than a month studying philosophy, write a **Reflection Paper on the Relevance of Philosophy in the Practice of the Health Professions**. How does a person's philosophy in life impact their health practices and their health seeking behaviors? And how does a health professional's philosophy impact on their clinical decisions, and relationship with their patients, colleagues and other people in their work.

**Task Options:** You may choose from the following, or come up with your own approach

1. Try to think of a **CONFLICT\*** situation in your private or hospital practice which, after some analysis seem to be a matter of differences in philosophies in life.
  - a. Who were the protagonists in the conflict?
  - b. Describe the nature of the conflict.
  - c. Try to identify the conflicting philosophies of the persons involved.
  - d. Can you think of a resolution to the conflict or a way to prevent further conflict?

\*Conflict need not be a big or dramatic thing. It can be simply a different manner of thinking about things: Life, Health, Lifestyle, Medicines, Wellness. Aging, Bioethics...Or different manner of dealings with Doctors, Nurses, Patients, and Family...



2. Read and React to a News or Research **ARTICLE** in the light of the learnings you have achieved in the first two modules. (There are several articles contained in the Folder labelled Assorted Reading Materials)

3. You can discuss your reflections and insights on Some of the **REFLECTION POINTS** found in the Study Guides or the Powerpoint presentations, or from the series of quotations from famous philosophers located at the start of this study guide.

In short, do whatever you like. Engage with whatever material sparked your curiosity and induced you to reflect on the nature of things and your response to them. It would be ideal if you can give concrete examples from your experiences. In your analysis try to reach the level of the metaphysical, epistemological or axiological aspects of the conflict situation. Please follow the usual standards in academic writing, and please cite your sources.

**Be ready to present your thoughts with the others during the Midterm Activity: a Class Discussion** on this matter on the date indicated in the Course Guide. The mechanics of the Discussion will be announced later.

## Task#4 “My Educational Coat of Arms”

Your Teaching Philosophy is a summary of your 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.

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.

### Tasks:

- A. To 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.

B. To Formulate your **Education CREDO**



As an educator, I believe that (state all your beliefs about the world/universe, school system, learner, etc.)

Therefore, I must (state all the things that you will concretely do as an educator in the world, school, classroom, etc)

As a health professions educator/medical professional/ consultant/clinician/etc. I shall concretely apply my educational philosophy in..... (cite one specific lesson/activity/ program in your practice where you can apply your philosophy.

C. To Prepare a creative 10-15 minute presentation of your philosophy to be presented either online or during a Synchronous Session.

## Assessment Guides

### Rubric for Task#3 Reflection Paper

Learning Outcomes	1.00 – 1.25	1.50 – 1.75	2.0 – 2.50	3.00	5.00
Discuss the basic philosophical and psychological concepts, principles and theories on teaching and learning as applied in health professions education	<p>Reflection Paper <b>clearly and explicitly articulated</b> a sound philosophy on where and how are all types of learning and knowledge come from, what is real, of value, and logical; roles of teachers, learners, and the school cohesively explained in consistency with the answers on epistemology, metaphysics, axiology, and logic</p> <p>Reflection Paper presents <b>clear and logical consistency</b> with a chosen sound theory of learning, with the appropriate</p>	<p>Output <b>satisfactorily articulated</b> a sound philosophy on where and how are all types of learning and knowledge come from, what is real, of value, and logical; roles of teachers, learners, and the school satisfactorily explained in consistency with the answers on epistemology, metaphysics, axiology, and logic</p> <p>Reflection Paper presents <b>clear and logical consistency</b> with a chosen sound theory of learning, with the appropriate inputs and</p>	<p>Output meets the <b>minimum standards</b> of a sound philosophy and theory of learning; explanations on where and how are all types of learning and knowledge come from, what is real, of value, and logical are explained at the basic acceptable standards; roles of teachers, learners, and the school explained meeting minimum standards</p>	<p>Output <b>poorly explained</b> an educational philosophy and theory of learning; no clear distinctions on the understanding of teachers, learners, and the school</p>	<p>Output <b>unable to articulate</b> a sound and appropriate educational philosophy and theory of learning</p>





Learning Outcomes	1.00 – 1.25	1.50 – 1.75	2.0 – 2.50	3.00	5.00
	inputs and instructional resources	instructional resources although <b>some major elements of the chosen theory conspicuously missed</b>			
Given a particular instructional scenario, construct their own view of how teaching and learning can best be achieved	Reflection Paper <b>most clearly and logically</b> presents a transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper <b>clearly and logically</b> presents a transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper presents <b>minimum traits</b> of a truly transformative view of how learning can best be achieved given the target learners in a particular teaching-learning setting or milieu, time frame, and overall curricular design	Reflection Paper presents <b>incoherent and inconsistent characteristics</b> of a transformative design	Reflection Paper <b>failed to meet the standard quality</b>
Written output meets appropriate minimum academic standards	Written output <b>exceeds expectation</b> ; correct grammar usage, articulation is explicit and strong	Written presentation <b>meets standard</b> academic format; correct grammar usage, and <b>main messages expressed clearly</b>	Written output <b>meets minimum standards</b> of academic work, <b>acceptable level</b> of articulation and grammar usage	Written work contains <b>major communication and formatting errors</b> , has many mistakes in both grammar usage and articulation	Written work <b>unable to meet standard requirement</b>

#### Rubric for Task#4 My Educational Philosophy (Coat of Arms and Credo)

Learning Outcomes	1.00 – 1.25	1.50 – 1.75	2.0 – 2.50	3.00	5.00
Explain the various educational purposes that health sciences schools should seek to attain	Output <b>clearly and explicitly articulated</b> a sound philosophy on where and how are all types of learning and knowledge come from, what is	Output <b>satisfactorily articulated</b> a sound philosophy on where and how are all types of learning and knowledge come from, what is	Output <b>meets the minimum standards</b> of a sound philosophy; explanations on where and how are all types of learning and	Output <b>poorly explained</b> an educational philosophy; no clear distinctions on the understanding of teachers,	Output <b>unable to articulate</b> an educational philosophy



	real, of value, and logical; roles of teachers, learners, and the school cohesively explained in consistency with the answers on epistemology, metaphysics, axiology, and logic	real, of value, and logical; roles of teachers, learners, and the school satisfactorily explained in consistency with the answers on epistemology, metaphysics, axiology, and logic	knowledge come from, what is real, of value, and logical are explained at the basic acceptable standards; roles of teachers, learners, and the school explained meeting minimum standards	learners, and the school	
Written output meets appropriate minimum academic standards	Written output <b>exceeds expectation</b> ; correct grammar usage, articulation is explicit and strong	Written presentation <b>meeting standard</b> academic format; correct grammar usage, and main messages expressed clearly	Written output <b>meets minimum standards</b> of academic work, acceptable level of articulation and grammar usage	Written work contains <b>major communication and formatting errors</b> , has many mistakes in both grammar usage and articulation	Written work <b>unable to meet standard requirement</b>

Assessment for Class Discussion Your **Group Discussion** will be assessed by your Group Members using the following scoring guide:

Directions: Rate the members of your group following the ff criteria:

0 = strongly disagree; 1 = neutral, 3= agree, 4= strongly agree

Write member's name →	Member #1	Member #2	Member #3	Member #4	Member #5
<b>Evaluation Criteria</b>					
Came <b>prepared</b> well for the session, having read the materials given.					
<b>Contributed</b> substantially to the content of discussion					
Was <b>considerate and respectful</b> in conduct					
Employed <b>critical thinking</b> through questioning and problem solving					
Had <b>initiative</b> and volunteered for tasks					
<b>TOTAL (20 pts)</b>					



## Summary

What we have in class is a brief introduction to philosophy. I don't expect you to be able to categorize yourself as one or another definitively ...but at least to understand the different philosophical thoughts at play in an educational institution, to look at the World, the School, the Teacher and the Learner in a more profound way and appreciate the complex interrelationships among them. It goes much deeper than tuition fees and filling societal needs etc. It goes all the way back to What is True, Good, and Beautiful... What is man and how does he relate to the world and to others? These questions are what define your philosophy. Only when you've thought these out, validated them with your actual experiences...can you discern about your educational philosophy.

Don't get sidetracked by over simplifications or exaggerations which may have appeared in the movies... For example...existentialist do not have exclusive rights to the words 'choice' or 'freedom', or progressivists to 'experimentation' or 'democratic living', nor perennialism for 'morals' or 'classics', or essentialist for 'basic skills' etc. So just because we feel strongly about one word (be it choice, or democracy, or critical thinking..) doesn't affiliate you to the philosophy for which that word is usually associated with. Philosophy is about deep thinking. So when you find yourself...consistently and in most things aligning with one philosophy...from what they say, believe in, how they behave, to the consequences of behaving according to that philosophy... can you say that you are actually that.

You have just started...I hope you continue philosophizing.

## References

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Ornstein AC & Hunkins FP (1998). Curriculum: Foundations, principles and issues. Needham Heights, MA: Allyn and Bacon

Sana E. The Social Reproduction of the Medical Profession: the case of the University of the Philippines-Philippine General Hospital. UP Manila Bagumbayan, Year XV, No. 2, February 2000; UP Manila Journal (2000). Volume 5, Number 2, April-June. Manila Bulletin, September 12, 2001 with the title "The culture that trains PGH doctors."

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### Videos

Crash Course Philosophy: What is Philosophy? The 4 Branches of Philosophy and why should I be bothered?  
[https://www.youtube.com/watch?v=1A\\_CAKYt3GY&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5](https://www.youtube.com/watch?v=1A_CAKYt3GY&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5)

Sound Argumentation Principles:

How to argue: Philosophical Reasoning

<https://www.youtube.com/watch?v=NKEhdsnKKHs&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5&index=2>

Induction and Abduction

<https://www.youtube.com/watch?v=-wrCpLJ1XAw&list=PLq5rFUzhsrBXuE0wxECMeTYSV-52fGt5&index=3>