

**UNDERSTANDING  
PHILOSOPHY  
and its role in  
EDUCATION  
and  
DEVELOPMENT**

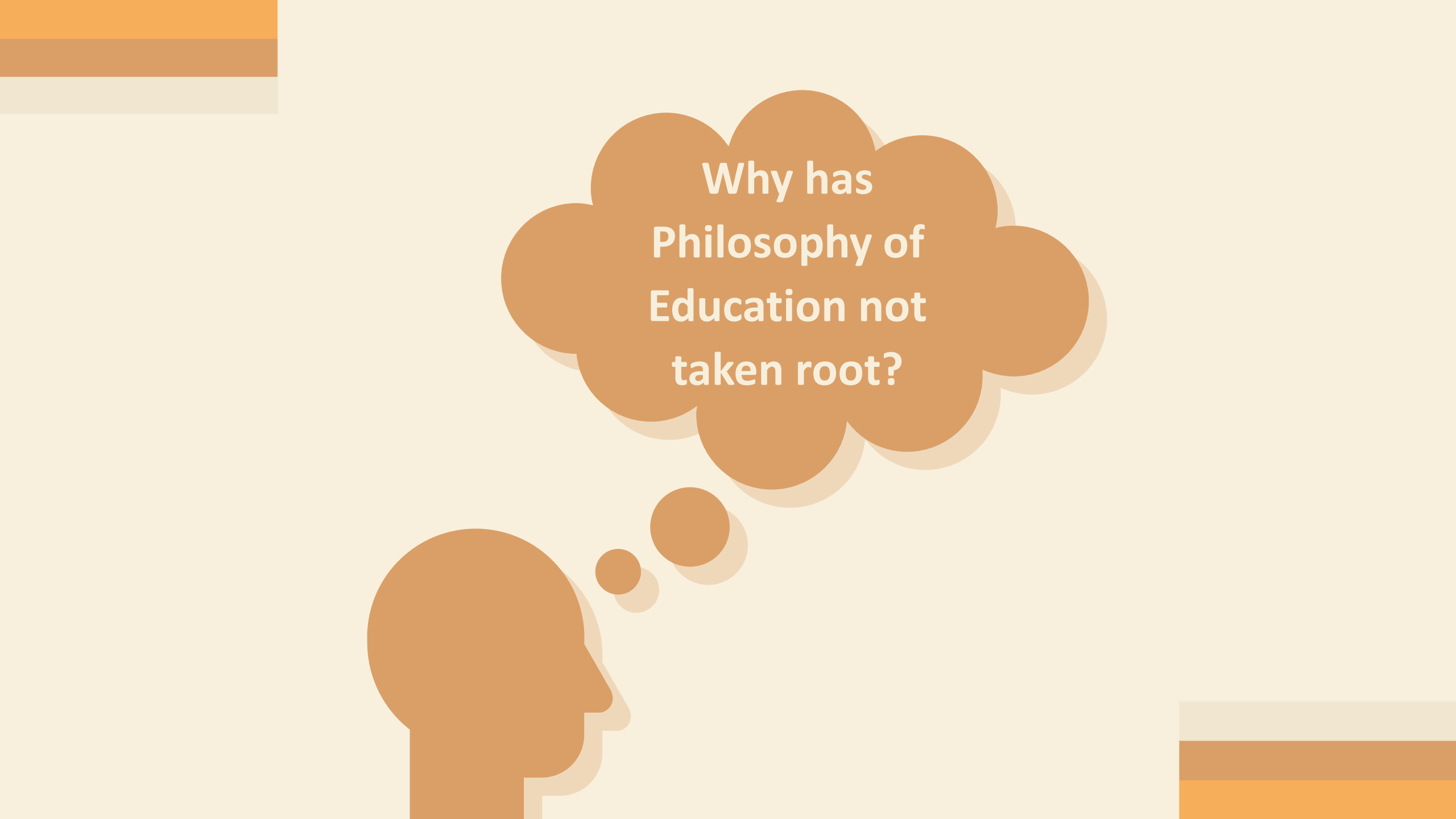
a lecture by Emely D. Dicolon, Ph.D.



# LEARNING OUTCOMES

**At the end of the lesson, you shall be able to:**

- Explain the factors behind the successful integration of philosophy and education;
- Analyze the relevance of philosophy to the learner, the teacher, teaching strategies, and classroom activities; and
- Appraise the “gaps” that you experience in terms of the integration of philosophy and education and propose possible solutions.



Why has  
Philosophy of  
Education not  
taken root?

**“ Epistemic beliefs are individuals’ beliefs about the nature of knowledge, how knowledge is constructed, and how knowledge can be justified. ”**

**Jiangyue Gu, 2016**

# 3 EPISTEMIC BELIEFS

## 1. Absolutist

Acceptance of facts or certain absolutes handed down by authority, ideology, culture, another person's experience

# 3

## EPISTEMIC BELIEFS

### 2. Relativist position

Exposure to conflicting  
belief systems

# 3 EPISTEMIC BELIEFS

## 3. Evaluatist (vism)

Conflicting viewpoints can be compared and evaluated on the basis of reason and empirical evidences through engagement of reason giving and reason evaluation and see the epistemic value of engaging in such activities.

# Studies in epistemological levels

Knight and Collins, 2014



- **Teachers**

- **Students**



# Studies in epistemological levels

Knight and Collins, 2014

- **Teachers**

- 98% claimed to advance critical thinking but only

- 19% could explain the “what” and the “how”

- 8% can differentiate an assumption vs an inference

- 4% can differentiate an inference from an implication

- 41% said that truth is a result of personal preference

- **Students**

- Only a fraction of students reach evaluativism, most students are in absolutist or relativist position**

**“ on the whole, teachers consider philosophical inquiry to be futile. We argue that the explanation rests with teachers’ underlying epistemological beliefs and that openness to philosophy depends upon teachers being disposed to engage in the practices of reasoning and reason evaluation, being aware of the epistemic value of such practices and, concomitantly, having highly developed reasoning skills. Drawing on both anecdotal evidence and wide-ranging research from within cognitive psychology, we go on to make a case for change within teacher education programs.**

**”**

**Knight and Collins, 2014**

**Opening Teacher’s Minds to Philosophy: The crucial role of teacher education**

# Education Questions

Is education the process of developing abilities?

## Teachers are Gardeners!

“In teaching, you cannot see the fruit of a day’s work. It is invisible and remains so, maybe for twenty years.”

**-Jacques Barzum**

# Education Questions

Children are sponges!



Is it the process of activating the brain so as to acquire, record and store organized bodies of facts and values?

# Education Questions

Is it the process of writing and re-writing social experience of the individual?

## Education as Transaction

Recognition of man's internal abilities and importance of acquiring facts

Man develops and creates skills needed to modify and improve conditions

## RELATIONSHIP BETWEEN

# PHILOSOPHY AND TEACHING STYLES

**Basic questions that guide the teaching-learning process:**

- 1. What is the nature of the learner?**
- 2. What is the nature of the subject matter?**
- 3. How should one use the subject matter to guide students towards meaningful learning activities?**
- 4. What behavior trend should one exhibit in order to carry out one's philosophical position?**

# NATURE OF THE LEARNER

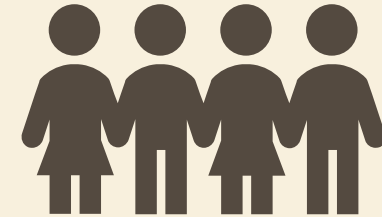


## LOCKEAN

The mind is similar with a blank wax tablet on which data taken in through the senses make impressions; involves association, interpretation, or evaluation of data leads to the formulation of knowledge

# NATURE OF THE LEARNER

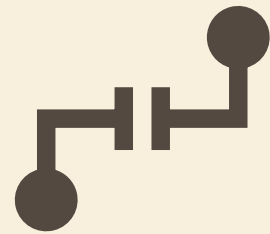
## PLATONIC



Respect for what the learner can contribute, learner-centered, they teach other and their teacher about problems meaningful to them; learners have knowledge locked inside them which is released through interaction



# NATURE OF THE LEARNER



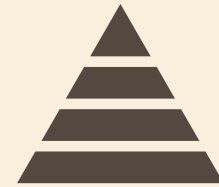
## AMORPHOUS

For rote learning, each item for learning is equal in importance, young learners are not encouraged to find relationships among items to be learned

# NATURE OF THE LEARNER

## **STRUCTURED (BRUNER)**

Any subject matter should be viewed as having a natural structure which can explain relationships among its components, and which can be used to find new information

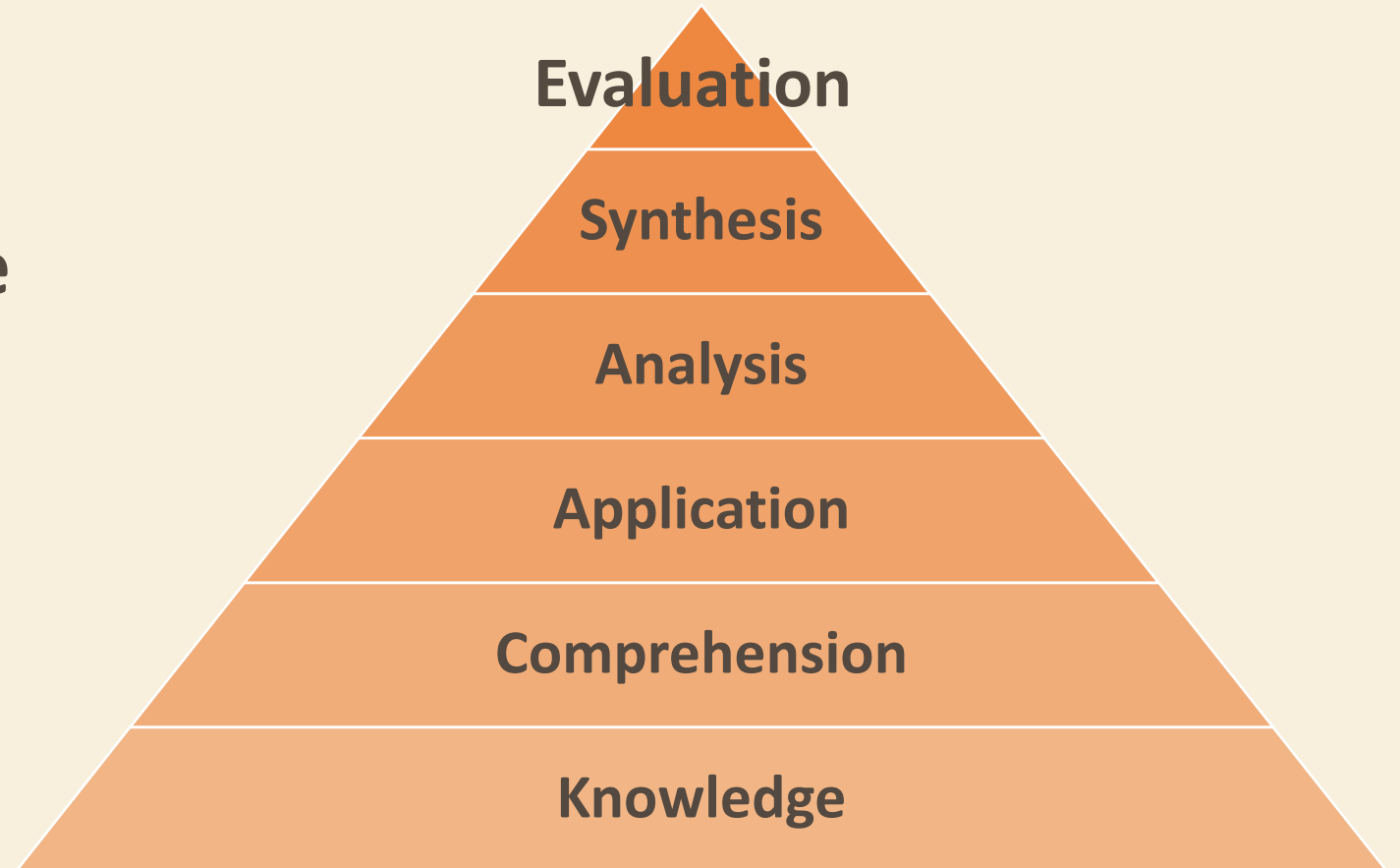


# How should subject matter guide students' learning activities

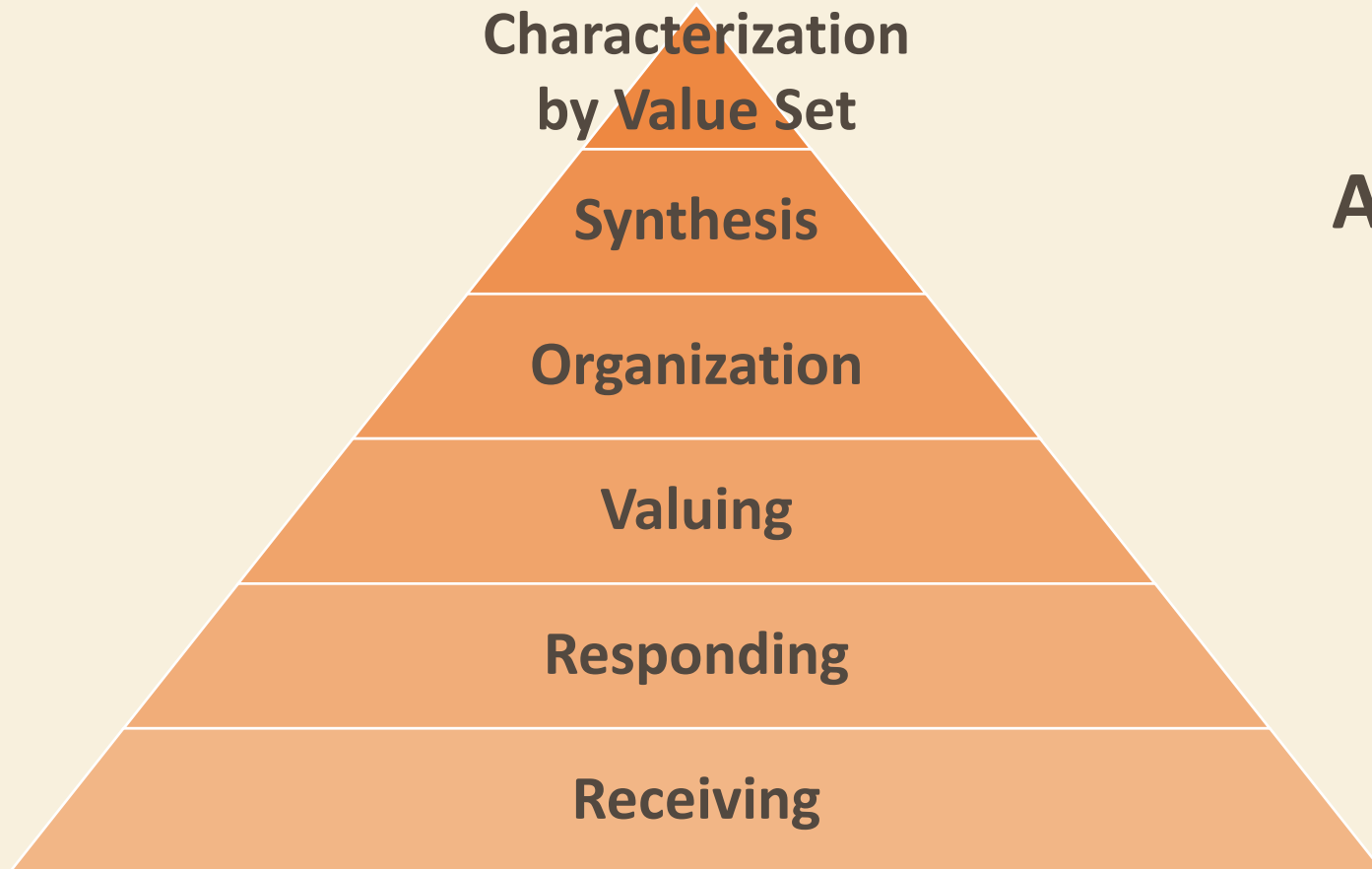


# How should subject matter guide students' learning activities

**Cognitive**



# How should subject matter guide students' learning activities



**Affective**



# How should subject matter guide students' learning activities



**Psychomotor**



# Philosophies and Theories of Education



**General**

**Specific**

## **Philosophies**

**-wide-ranging, systematic,  
complete, global**

## **Theories**

**-focused on education; no  
complete philosophical system  
offered**

# Philosophies and Theories of Education



General

Specific

## Philosophies

-components related to metaphysics, epistemology, axiology, and logic

## Theories

-components related to specifics of education, such as curriculum, teaching, and learning



# Philosophies and Theories of Education



## Philosophies

-insights derived from the general philosophical system

## Theories

-insights derived from more general philosophies or from school texts

## Subdivision of Philosophy

**METAPHYSICS:**

**What is real?**

**EPISTEMOLOGY:**

**What is knowledge  
based on?**

## Related Educational Concerns

**Knowledge of most worth:  
the CURRICULUM**

**How we teach and learn:  
METHODS OF INSTRUCTION**

## Subdivision of Philosophy

### AXIOLOGY:

What is moral  
and right? (Ethics)

What is beautiful  
and good? (Aesthetics)

### LOGIC:

How we reason?

## Related Educational Concerns

Behavior, character,  
civility, and appreciation  
and expression

How we organize and  
structure courses, lessons,  
and units

**“ The connection between philosophy, philosophy of education, and the work of a teacher has not always been recognized. One of the most hopeful signs, however, in the field of education today, is the growing conviction that every teacher needs a carefully formulated and intelligently criticized philosophy of education and that this philosophy of education must be rooted in philosophy itself. ”**



# ACTIVITY: REFLECTION

Appraise the “gaps” that you experience in terms of the integration of philosophy and education (learner, teacher, teaching strategies, classroom activities, etc.) and propose possible solutions.