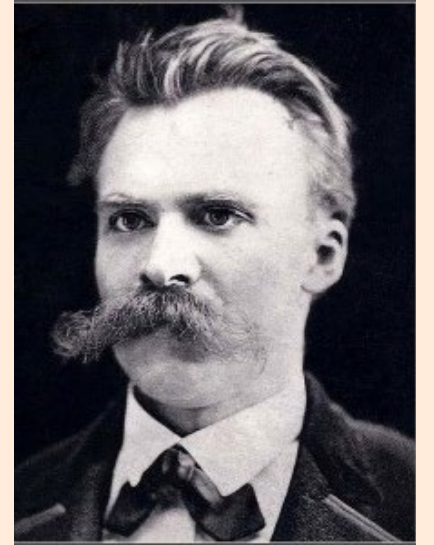


**PHILOSOPHICAL  
ROOTS OF  
EDUCATION:  
OTHER  
PHILOSOPHIES**

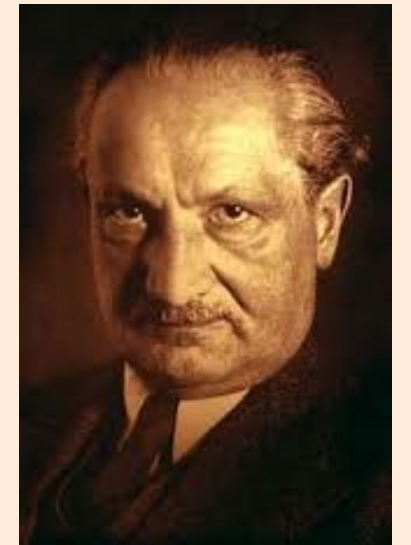
a lecture by Emely D. Dicolon, Ph.D.

# Post-Modernism

- Late 20<sup>th</sup> century movement
- the world is in a state of perpetual incompleteness and permanent unresolve
- promotes the notion of pluralism- that there are many ways of knowing, and many truths to a fact
- The modern period of history has ended and that we now live in the postmodern era
- **Heidegger**: human being construct their own subjective truths about reality form their intuitions, perceptions, and reflections as they interact with phenomena



Friedrich Nietzsche



Martin Heidegger

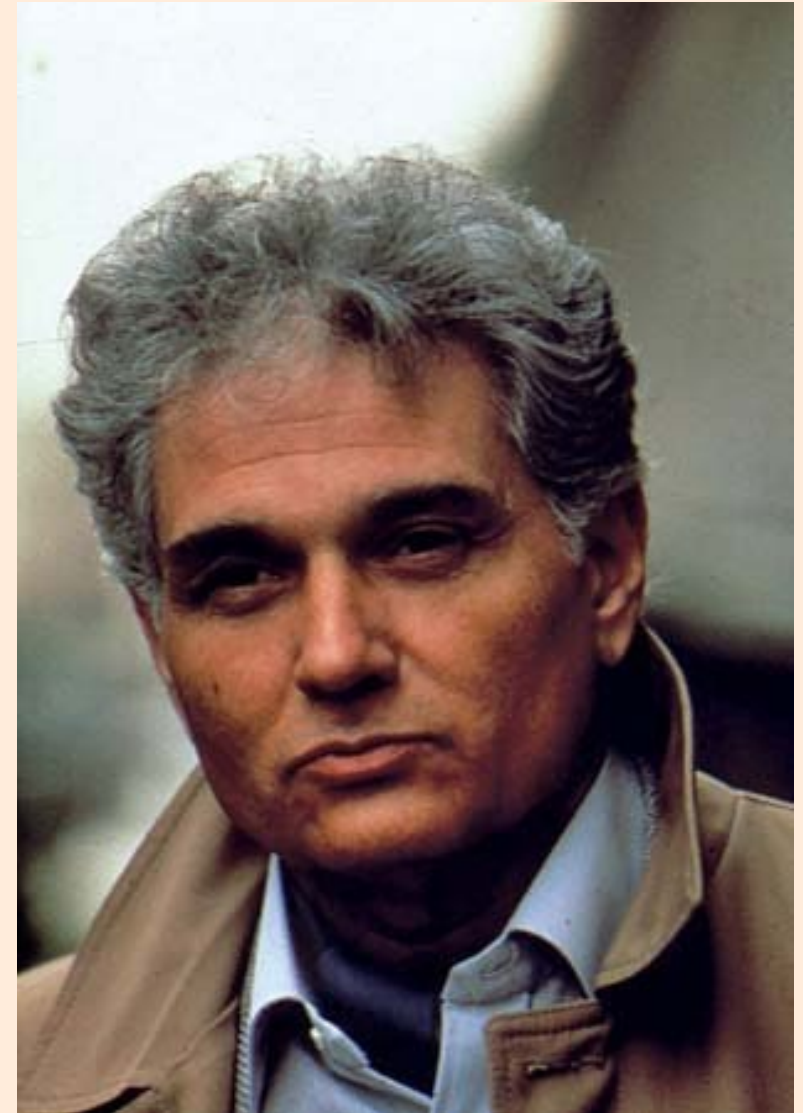


<https://www.britannica.com>

Michel Foucault


- **Subordination** (when powerful elite control disempowered members of the society)
- **Marginalization** (when schools teach “official history” focusing on the dominance of the whites over the blacks, men over women, etc.)

- **DECONSTRUCTION** – a method to trace the origin, or the genealogy, and the meaning of texts or canons
- To show that texts are historical and cultural constructions: Who are the authors? Why did they write the books? What were their motives? Does the text endorse a particular ideology? Does that ideology support some people, groups, or classes over others?



<https://www.britannica.com>

Jacques Derrida



“ **Every discourse**, even a poetic or oracular sentence, carries with it a system of rules for producing analogous things and thus an outline of methodology. ”

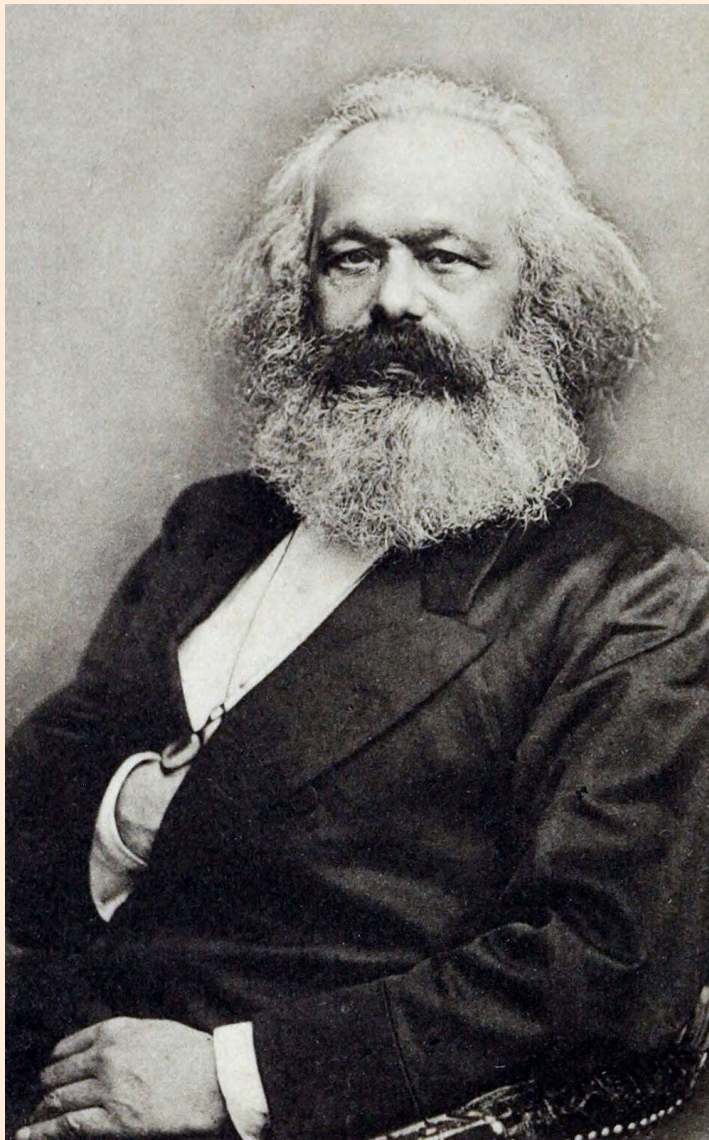
Jacques Derrida





# Post-modernism and Education

- **Schools as battleground in the struggle for social, political, and economic domination**
- **Teachers must be empowered/trained first before they can empower/train students**
- **Stories of the marginalized groups should be included in the curriculum**
- **Curriculum/schools encourage cultural diversity and multiculturalism**
- **Examinations should focus on critical thinking questions**



Retrieved from: <https://www.britannica..com>

Karl Marx

# CRITICAL THEORY

(rooted in Marxism and Postmodernism)

- Urges schools and society to uncover exploitative power relationships and promote equity, fairness, and social justice
- Powerful groups dominate including educational institutions
- Wants to raise consciousness of the marginalized/alienated

# CRITICAL THEORY

- **“Hidden curriculum”** – not stated but imposes behaviors/attitudes on students through the school environment
- **Consciousness raising begins in their classes** by examining conditions of their neighborhood communities
- **Students construct meaningful knowledge and values in relation to their context and community**
- **Teachers must be empowered and aware of who has control of their schools and communities**
- **Classroom activities such as exposures, immersion, community-based researches, etc.**





A symbol of "identity"

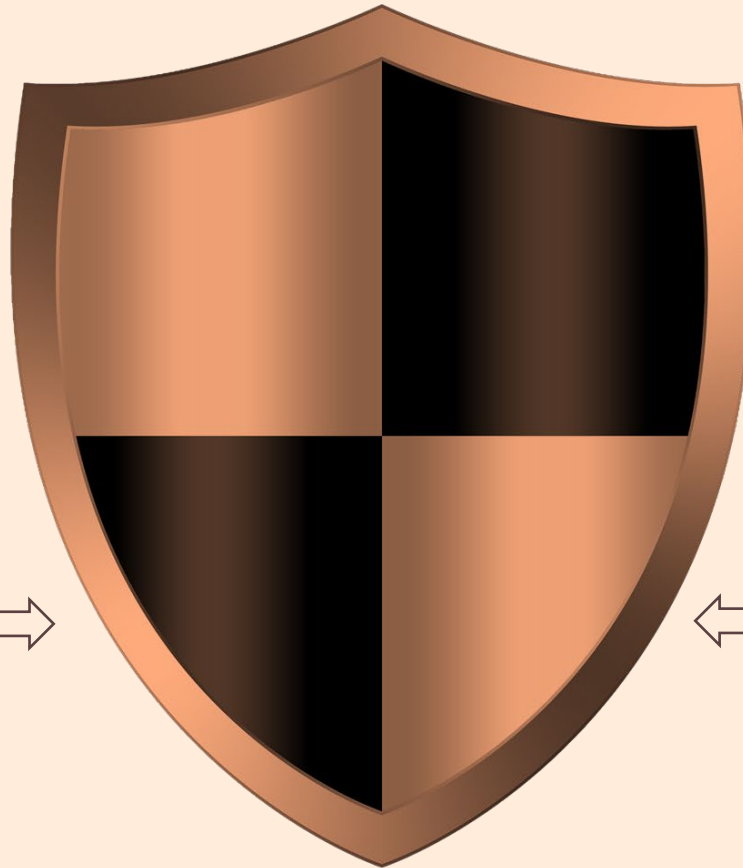
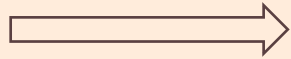
Placed at the door of each house to identify the family

In Great Britain, it speaks of the status of the families

Symbols are drawn/engraved used to represent something

# Coat of Arms

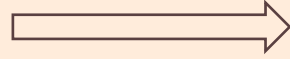
What is my view  
of the world/  
universe?



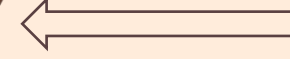
What is my view of  
the school/  
classroom/  
curriculum?



What is my view of a  
child/ learner/  
student?



When I die, what kind  
of educator do I want  
to be remembered of?



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# My Educational Coat of Arms

# My Educational 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)

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