

Educational Philosophies Self-Assessment

This questionnaire will help you recognize and name your own educational philosophy. Respond to the given statements on a scale from 1, "Strongly Disagree," to 5, "Strongly Agree." Record the number of your answer along with the question number for scoring.

1	The curriculum should be universal; a given body of information about western civilization should be taught through discussion and lecture. PERENNIALISM	1	2	3	4	5
2	Students are makers of meaning and construct their understandings from active experience, rather than through transmission from teachers. CONSTRUCTIVISM/COGNITIVISM	1	2	3	4	5
3	Education should emphasize personal growth through solving problems that are real to students. HUMANISM	1	2	3	4	5
4	Curriculum should not be predetermined; rather, it should spring from students' interests and needs. PROGRESSIVISM	1	2	3	4	5
5	It is necessary and good that schools instill traditional values in students. ESSENTIALISM	1	2	3	4	5
6	Representing information as symbols in the mind is an important part of learning. INFO PROCESSING	1	2	3	4	5
7	Schools exist to provide practical preparation for work and life, not to nourish personal development. ESSENTIALISM	1	2	3	4	5
8	Teaching the great works of literature is less important than involving students in activities to criticize and shape society. RECONSTRUCTIONISM	1	2	3	4	5
9	Teachers, rather than imparting knowledge, are facilitators of conditions and experiences so students can construct their own understandings. CONSTRUCTIVISM/COGNITIVISM	1	2	3	4	5
10	The aim of education should remain constant regardless of differences in era or society, it should not vary from one teacher to another. PERENNIALISM	1	2	3	4	5
11	Schools should encourage student involvement in social change to aid in societal reform. RECONSTRUCTIONISM	1	2	3	4	5
12	The emphasis in schools should be hard work, respect for authority, and discipline, rather than encouraging free choice. ESSENTIALISM	1	2	3	4	5
13	If encouraging and nourishing environments are provided, learning will flourish naturally because people have an inherent tendency to learn. HUMANISM	1	2	3	4	5
14	Students, like computers, are information processors who must make sense of events and objects in their environments. INFO PROCESSING	1	2	3	4	5
15	Schools should guide society towards significant social change rather than merely passing on traditional values. RECONSTRUCTIONISM	1	2	3	4	5
16	Teachers should concentrate on conveying a common core of knowledge rather than experimenting with modifying curriculum. ESSENTIALISM	1	2	3	4	5
17	The curriculum should focus on basic skills instead of students' individual interests. ESSENTIALISM	1	2	3	4	5
18	Students must learn to make good choices and to be responsible for their behavior. HUMANISM	1	2	3	4	5
19	Conflicts to current understandings trigger the need to learn and to make meaning. CONSTRUCTIVISM/COGNITIVISM	1	2	3	4	5
20	Rewards controlled by the external environment lead to and result in all learning. BEHAVIORISM	1	2	3	4	5

21	Transmitting traditional values is less important than helping students to develop personal values. HUMANISM	1	2	3	4	5
22	The heart of understanding learning is concerned with how information is encoded, processed, remembered, and retrieved. INFO PROCESSING	1	2	3	4	5
23	Advocating the permanency of the classics is a vital part of teaching. PERENNIALISM	1	2	3	4	5
24	Perceptions centered in experience should be emphasized, as well as the freedom and responsibility to achieve one's potential. PROGRESSIVISM	1	2	3	4	5
25	Education should help drive society to better itself, rather than restricting itself to essential skills. RECONSTRUCTIONISM	1	2	3	4	5
26	Teachers should encourage democratic, project-based classrooms that emphasize interdisciplinary subject matter. PROGRESSIVISM	1	2	3	4	5
27	A knowledgeable individual facilitates or scaffolds learning for a novice based on understanding the learner's developmental level and the content to be learned. CONSTRUCTIVISM/COGNITIVISM	1	2	3	4	5
28	The role of the teacher is help create a nurturing atmosphere for students and to promote the growth of the whole person. HUMANISM	1	2	3	4	5
29	Teaching involves the support of memory storage and retrieval. INFO PROCESSING	1	2	3	4	5
30	Successful teaching creates an environment that controls student behavior and assesses learning of prescribed outcomes. BEHAVIORISM	1	2	3	4	5
31	The greatest education centers mainly around the student's exposure to great achievements in subjects such as arts and literature. PERENNIALISM	1	2	3	4	5
32	Learning requires modifying internal knowing structures in order to assimilate and accommodate new information. CONSTRUCTIVISM/COGNITIVISM	1	2	3	4	5
33	The role of the teacher is to create an atmosphere that rewards desired behavior toward achieving goals and extinguishes undesirable behavior. BEHAVIORISM	1	2	3	4	5
34	The primary goal for educators is to establish environments where students can learn independently through purposeful reflection about their experiences. PROGRESSIVISM	1	2	3	4	5
35	Principles of reinforcement (anything that will increase the likelihood that an event will be repeated) and contiguity (how close two events must be chronologically for a bond to be created) are pivotal to explaining learning. BEHAVIORISM	1	2	3	4	5
36	Students' involvement in choosing how and what they should learn is central to education. PROGRESSIVISM	1	2	3	4	5
37	Students need to develop declarative, procedural, and conditional knowledge. INFO PROCESSING	1	2	3	4	5
38	One's behavior is shaped by one's environment; elements within that environment (rather than the individual learner) determine what is learned. BEHAVIORISM	1	2	3	4	5
39	The most distinctive quality of human nature is the ability to reason; for this reason, the focus of education should be on developing intellect. PERENNIALISM	1	2	3	4	5
40	Learning should guide students to active participation in social reform. RECONSTRUCTIONISM	1	2	3	4	5

GOOPIO SCORES:

1.5 HUMANISM 21

1.5 INFORMATION PROCESSING 21

2.5 CONSTRUCTIVISM 19

2.5 RECONSTRUCTIONISM 19

Back to [Task 4](#)

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