MUHAMMAD IMRAN	EDU601 - Philosophy of Education
Lecture No. 35 to 41 (Topic 230 to 270)	20th February, 2021



1. Socrates believed that knowledge is the same thing as …or excellence and is always good. _____ **Virtue**

2. every infant created his mother tongue by _____**himself**

3. …..believe that education should focus on the whole child, rather than on the content or the teacher. _____ **Progressivists**

4. preschool children should perform at the …in all cognitive tasks_____ **preoperational level**

5. This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way___ _____**Assimilation**

6. The essentialist curriculum is heavily dependent on the_____ **teacher**.

7. Essentialism is used to maintain status quo rather than_____ **foster social change.**

8. ….has been criticized for ignoring the importance of the student in the learning process and awarding all power to the teacher._____ **Bagley**

9. What was the first thing that Montessori requires of a Montessori Directress? _____ __ **Providing direction to the children**

10. According to Montessori, what are the two sins that will distort the true vision of a child _____ **Pride and anger**

11. "Teaching and learning is a process of inquiry in which the child must invent and reinvent the world" it stated by._____ **Paulo Freire**

12. Which type of treatment should be given in the school by Montessori?_____ **Physical**

13. Montessori work with: _____**Western society and culture**

14. which type of material is used by Montessori? _____ **sensory**

15. Paulo Freire belongs to _____**Brazilian**

16. children often learn ….concepts with brief instruction._____ **advanced**

17. Educators who promote the Social Reconstruction …..view curriculum from a social perspective _____ **ideology**

18. is a way of educating "the masses of humanity" to critically analyze themselves in relation to their society._____ **Curriculum**

19. Bagley believed that every classroom must have …main components which are subsequently discussed. _____ **three**

20. According to……believe that schools are one social institution used by dominant classes to reproduce the circumstances that maintain their power._____ **Critical Theorists**

21. Piaget described to test children's _____**abilities**

22. Progressivism has given to education …basic principles on which it operates_____ **six**

23. Bagley promoted approach to promoting students to the next educational level. _____ **He promoted the pass or fail approach'**

24. Plato's allegory of the cave can be seen as a metaphor for _____**The need to always adhere to conventional ideas**

25. Who was the famous philosopher that came after Aristotle? _____**Plato**

26. The idea that "virtue is knowledge" is attributed to: _____**Socrate**

27. What is the goal of education according to Idealism? _____**Cultivation of dynamic, adaptable mind which will be resourceful and enterprising in all situations**

28. According to Socrates, what is the lowest grade of cognitive activity? _____**Confusion**

29. According to Socrates, the ultimate knowledge is: _____ _____**One should learn best way to live life**

30. What is the area of philosophy that investigates the nature, sources, limitations, and validity of knowledge? _____**Epistemology**

31. Epistemology is the study of_____ **knowledge**

32. Doctrine means. _____**Teaching**

33. Who was one of the students of Socrates? _____**Plato**

34. The dialectic method crosses the divide line between matter and___. _____**Idea**

35. According to Socrates, the ultimate knowledge is: **One should learn best way to live life**

36. According to Socrates, what is the lowest grade of cognitive activity**?** _____**Confusion**

37. What philosophy is supposed to be? _____ _____**The truth of any claims is relative to the beliefs/ attitudes of the speaker**

38. Dialectic method is of: _____**Socrates**

39. Socrates believed that knowledge is the same thing as __ or excellence and is always good. _____**Virtue**

40. A question-and-answer dialogue in which propositions are methodically scrutinized uncover the truth is known as _____**the Socrates method**

41. Reminiscence means. _____**Recalling past**

42. School founded by Aristole known**.** _____**Lyceum**

43. Main objective of dialectic method is to make decision. _____**Knowledge**

44. Not considered in dialectic method. _____**Material knowledge**

45. Plato's aim in the republic. _____ _____**To define justice and to prove that it is worthwhile to pursue its own sake**

46. According to Kant, the basis of morality is the concept of:_____ **Freedom**

47. Kant claims that the moral law is given to each person by: _____**one's own will**

48. Plato defines the curriculum in which of the following three stages. _____**Elementary, Military, Higher Education**

49. In what age range, the people would philosophies and would go up to the level of philosopher king? _____**Age 35 | 50**

50. In Aristotle's view, _____**the virtues are acquired through habit.**

51. Who were the three famous Greek philosophers? _____**Socrates, Plato, Aristotle.**

52. Epistemology is study_____ **of Knowledge.**

53. Aristotle divides the virtue into _____**moral virtue and intellectual virtue.**

54. The allegory of cave presents us with _____ _____**a metaphor for understanding the search for truth.**

55. Who was the first famous philosopher of Greek Philosophy? _____**Socrates.**

56. Social reconstructionism is a …that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy_____ **philosophy**

57. Rousseau was born in …in 1712**.**_____ **Geneva**

58. The …is body of techniques for investigating phenomena, acquiring new knowledge, or correcting or integrating previous knowledge._____ **Scientific method**

59. Kant was influenced by the work of **Rousseau** who had put him on the right track.

60. Kant claims that _____**the moral law is given to each person by one's own will**

61. According to Kant,_____ **Man can only become man by education**

62. Kant was a …..philosopher._____ **German**

63. Who was the first philosopher to formulate the logic for teaching procedures? _____**Aristotle**

64. Aristotle calims that _____**virtue is in our power and so is vice**

65. Benjamin Bloom major work is in _____**Cognitive**

66. According to Socrates, what is lowest grade of cognitive activity?_____ **Imagination**

67. There are two major kinds of homeschoolers, they are ___**formal and informal approach**

68. No child left behind act was passed in …as a reauthorization of the ESEA act._____ **2001**

69. (USA) became the first state to pass a compulsory attendance law. _____ **Massachusetts**

70. One of the biggest issues perspective homeschoolers face is that of _____**Socialization**

71. Interpersonal individuals are often described as _____**Social butterflies**

72. Formal approach means that the direction process is same as at school,_____ **except that is taking place at home**

73. What type of interaction occurs in the Montessori classroom? _____**(Child environment/teacher-child environment)**

74. Indication of democratic attitude is _____**All of above**

75. The word democracy has been derived from the language _____**Greek**

76. The "back-to-basics" movement is most associated with _____**Essentialism**

77. Chomsky criticized Blooms emphasis on _____**a Great Books curriculum**

78. In the existentialist classroom, the curriculum is _____ _____**chosen by the students for self directed learning**

79. According to progressivists, _____ _____**students learn best from what they consider most relevant to their lives**

80. Jaspers believe that education is maieutic, the maieutic method _____ _____**aims to bring a person's latent ideas into clear consciousness**

81. Which of the following is considered a teacher-centered philosophy? _____**Essentialism**

82. The role of the teacher in a perennialist classroom is as a_____ **tutor**

83. The Great Books curriculum is promoted by supporters of _____**perennialism**.

84. Who raised the slogan “Back to Nature”? _____**Naturalism**

85. The word philosophy derives from _____**Greek, meaning love of wisdom**

86. Which of the following is not the objective of University education according to Jaspers? _____**Democracy**

87. Perennialism focuses on the …..principal._____ **everlasting**

88. A Nebraska statue forbade teaching of foreign language before completion of grade___ **Eight**

89. Which of the following reason of choosing home schooling _____**All of above**

90. Intrapersonal learners are usually _____**Shy**

91. …leaners are doodlers and artists and everything in between._____ **Visual**

92. The most frequent subjects for standardized testing for home schooled children are _____ **reading, writing and mathematics**

93. Before common school movement in the latter half of nineteenth century, the common believe about education was_____ **it’s a matter of parental discretion.**

94. Formal approach means that the education process is the same as at school , _____ **expect that it is taking place at home.**

95. The law included mandatory attendance for children for the age of …..for at least three months out of each year._____ **eight and fourteen**

96. The Oregon state required by law that all children must _____**attend public schools.**

97. The goals of this educational theory are to transmit cultural heritage and develop good citizens. Subject matter includes literature, history, foreign languages, and religion _____**essentialism.**

98. Activities are designed to discipline the mind. Subjects taught include mathematics, language, logic, great books, and doctrines _____**perennialism.**

99. The task of education is to develop learning environments that lead to desired behaviors in students _____**behaviorism.**

100. An educational theory that emphasizes that ideas should be tested by experimentation and that learning is rooted in questions developed by learner’s _____**progressivism.**

101. An educational approach in which students are taught to analyze world events, explore controversial issues, and develop a vision for a new and better world _____**reconstructionism.**

102. This theory stresses learning activities during which students are free to infer and discover their own answers to important questions _____**constructivism**.

103. Who developed the educational theory of progressivism? _____**John Dewey**

104. Which educational theory views human experiences as the basis for knowledge? ___**idealism**

105. Goals are to transmit cultural heritage and develop good citizens. Subject matter includes literature, history, foreign languages, and religion. This educational theory is: _____**essentialism**

106. The three basic principles of essentialism are a core of information, student-centered instruction, and hard work and mental discipline: _____**false**

107. Teacher-centered educational theories include: _____**essentialism,positivism, perennialism**

108. Which of the following is a characteristic of a student-centered teaching style? _____ **discovery based learning**

109. The lesson plans of a student-centered teacher would emphasize all of the following except: _____**'right' answers**

110. The teacher-centered classroom will include all of the following except: _____ _____**flexible seating arrangements**

111. Motivation consists of two parts**:** _____ _____**external action or behavior and internal drives or desires**

112. The belief that students are inherently capable of solving their own problems best describes which of the following philosophies? _____**non-interventionists**

113. Control theory as a requisite for classroom discipline practices has been advanced by: _____**William Glasser**

114. Students are inherently capable of solving their own problems; this best describes: **non-** _____**interventionists**

115. Teachers must set classroom standards for conduct; this best describes: __**interventionists**

116. Voice is the multifaceted interlocking set of meanings through which students and teachers actively engage with one another. _____**true**

117. Control theory is. a theory of discipline that contends that people choose most of their behaviors to gain control of other people or themselves. _____**True**

118. Classroom organization includes**:__ (content, methods & values) all of the above**

119. Classroom climate is best defined as: _____**the underlying relationships and a tone or sense of being and feeling in the classroom**

120. Teacher centered authority includes _____**learning focused on convergent thinking**

121. Non-interventionist teacher control means**:_ low teacher control/high student control**

122. Standards in education refers to:_____**all of the above**

123. The type of standard which includes knowledge, skills, and dispositions in various subject areas is: _____**content standards**

124. Broad statements about knowledge and skills a student or teacher should have at a certain level are called:_____ **performance standards**

125. The type of standard that provides for proper instructional resources, assessments, and system structures is called: _____**delivery or opportunity to learn standards**

126. What is a level of development toward the achievement of a standard called?____**Benchmark**

127. Assessment includes all of the following except: _____**lesson plans**

128. The ACT and SAT tests are examples of assessments used as: _____**gatekeeping**

129. Student teaching is an example of which type of assessment?_____ **capstone**

130. A tool that uses day-to-day activities to decide if some behavior is being displayed is called: _____**observation**

131. A rubric that measures all the criteria simultaneously and makes an overall evaluation is considered: _____**holistic**

132. Proficiencies are the knowledge, skills, or dispositions that students are expected to acquire in order to meet a set of standards: _____**true**

133. Rubrics are: _____**scoring guides that describe what learners should know and be able to do at different levels of competence**

134. Brown vs. Board of Education decided that: _**separate facilities are inherently unequal**

135. The Cival Rights Act was signed by …in 1964._____ **Lyndon B. Johnson**

136. The fight for equality reached a zenith in ….with the Brown vs. Board of Education._____ **Topeka, Kansas**

137. Following the Civil Rights Act of 1964, schools that did not integrate could lose federal funding. _____**True**

138. As a result of the Civil Rights Act of 1964, Lyndon B. Johnson passed the Elementary and Secondary Education Act (ESEA) which: __**provided a carrot and stick to America's school**

139. The schools in Crystal City, TX in the early 1960s encouraged Mexican American students to speak Spanish and hold onto their bilingual roots. _____**False**

140. The bilingual Education Act was designed to: _____ _____**give aid to schools with children whose first language is not English.**

141. Title IX, passed in 1974, is about**:** _____**equality in sports based on gender.**

142. When the federal government passed Title IX in 1974, they encouraged schools to follow it by _____**withholding federal money from schools that did not follow it.**

143. The 14 year old student who was part of the Title IX laws**:** _____**was denied a women's basketball team at her school**

144. As a result of Brown v. Board of Education of Topeka, some 30,000 black teachers lost their jobs. _____**True**

145. The student who presented Chicano student demands to the school board in Crystal City, Texas twenty years later became the mayor of Crystal City, Texas. _____**True**

146. According to Montessori, what occurs when a child is criticized too much be an adult?___

147. What is the reason for difference in number of students in per class in the Montessori classroom compared to the traditional classroom?_____

148. According to Montessori, what is supported by fact that from ages 6-12, there are fewer incidences of illness and morality?_____

149. According to Montessori, what sets the tune of development and the correction of slef?____

150. Jasper followed the education of Socratic Method, which of the following is not true of method._____

151. Jaspers philosophy of education focuses that education is_____

152. Which of the following reasons of choosing home schooling_____ **ALL OF THE ABOVE**

153. Children should be given an opportunity to ..... the democratic way of life in school.____ **Learn**

154. …..advocates full participation in all aspects of social and civic life---not only those conventionally identified as 'political'._____ **Deep democracy**

155. School should be run on democratic lines is held by?_____ **Progressivism**

156. Which of the following is the middle way of home schooling?_____ **Where parents allowing children the flexibility to follow their interests while ensuring they are learning**

157. _____ became the first state to pass a compulsory law._____ **Massachusetts**

158.

- We should not accept anyone's predetermined philosophical system; rather, we must take responsibility for deciding who we are.

Existentialism & Youth:

- According to Jean Paul Sartre, for youth, the existential moment arises when young people realize for the first time that choice is theirs, that they are responsible for themselves.

Topic: 152 – Existentialism: Educational Value

Education in Existentialism:

- Education is a pursuit of self-actualization and personal fulfilment and, consequently, the choice of subject matter is a personal one for the student.

Learner-centered Approach:

- Existentialism takes a learner-centered approach to education.
- It takes into account the continuously changing nature of the learner.

Educational Propositions:

- Existentialism focuses on helping the child into a fuller realization of self, based on certain suggestions for the existentialist student that are subsequently discussed.

Choice:

- I am a choosing agent – unable to avoid choosing my way through life.

Freedom:

- I am a choosing agent – unable to avoid choosing my way through life.

Responsibility:

- I am a responsible agent – personally accountable for my free choices as they are revealed in how I live my life.

Topic: 153 – Karl Jaspers: Introduction

- He was born in 1883 and died in 1969.
- He was a German psychiatrist and philosopher.
- He was an existentialist and Neo-Kantianist.
- Lived in an age of far reaching political implications.
- Nazi seizure of power
- Jewish wife
- Considered to have a 'Jewish taint'

Heidelberg University:

- Graduated from medical school in 1908
- Moved from medicine to psychology in 1913 & gained the post of a psychology teacher.
- In 1921, Jaspers moved on from psychology to philosophy.

Adolf Hitler:

- Jaspers was against the authoritarian militaristic state and a society with caste structure.
- After the Nazi seizure of power, Jaspers was forced to retire.

Switzerland:

- Relocated to the University of Basil in Switzerland due to the Nazi threat.
- Remained prominent in the philosophical community until his death.

Philosophy:

- Jaspers route to philosophy led through science.
- Analyzed the relationship between science and philosophy.

Topic: 154 – Jaspers: Defining Education

Nature of Education:

- Jaspers discovered the special nature of education as distinct from making, shaping, tending and ruling.
- **Jaspers defines education as:**

'Helping the individual to come into his own in a spirit of freedom and not like trained animal'.

'Education is accomplished when contents are freely acquired; but it fails when it is authoritarian'

How to acquire Education:

'From an early age, children must be called upon to act of their own free volition; they must learn through personal insight into the need for learning and not out of mere obedience'

Love & Authority:

- Jaspers talks about love as the driving force, and true authority as the source of genuine education.

Moral Content:

- Jaspers advocates the need for a moral content in all teaching.

Topic: 155 – Jaspers: Three Recurrent Forms of Education

Forms of Education:

For Jaspers, education is not a uniform process. It changes in the course of history and assumes different forms in different societies.

Recurrent Basic Forms:

- Scholastic Education
- Education by a Master
- Socratic Education

Scholastic Education:

- The kind of education that prevailed in the Middle Ages.
- Traditional form of education.
- Use of rational process to prove existing truth.
- Confined to the transmission of a fixed subject matter, compressed into formulae & simply dictated with an accompanying commentary.

Education by a Master:

- A different form of education in which a dominant personality is honored as an unimpeachable authority by students who are completely submitted to him.

Socratic Education:

- Contains the deepest meaning.
- Involves no fixed doctrine, but an infinity of questions & absolute unknowing.
- Teacher & pupil are on the same level in relation to ideas.

Maieutic Education:

- Jaspers believed that education is maieutic.
- Maieutic method is denoting the Socratic mode of inquiry, which aims to bring a person's latent ideas into clear consciousness.
- It helps to bring the student's latent ideas into clear consciousness.
- The potential within a student is simulated but nothing is forced upon him or her from the outside.
- Education is the element through which human beings comes into their own through interpersonal contact by revealing the truth that is latent in them.

Topic: 156 – Jaspers: Aims of Education

Total Human Being:

- Education is meant as an aid to becoming a total human being.
- Education takes place by allowing for the existence of the whole man.

Modes of Man as a Being:

- Man as pure consciousness.
- Man as intellect.
- Man as possible existence.

This nature of the passing through individual 'phases' of man is the most crucial aim of education.

Other Integrated Aims of Education:

- If man is understood as a being, education appears to consist of, concern for, and protection of growing life which is to be developed, enhanced and brought to maturity.
- If man is understood as pure consciousness, education means leading him on to clear perceptions, imparting usable knowledge, training in vital thinking and disciplining him to take part in an orderly dialogue with others.

Social Aims of Education:

- Process integration into the forms & structures, groups and institutions of the society.
- Individuality is enhanced through this social integration into the social structure.

Topic: 157 – Jaspers: Role of Teachers

Guiding Hand:

- Children must be educated according to their own inclinations & abilities under the guiding hand of the educator.

Lifelong Education:

- Jaspers was in no doubt about the fact that the value of school is directly bound with the quality of its teachers who can only perform their task of educating young people through life-long self-education & training.

'The only true educator is one who is permanently engaged in a process of self-education through communication. Education can only be correct if its addressees acquire the ability to educate themselves through stringent & tenacious learning.'

Need for Substance:

- Good teachers must recognize the need for substance in their teaching, which only research can provide.

'Only he who himself does research can really teach'

Topic: 158 – Jaspers: Role of School

- For Jaspers, school has an essential role in training the children to become useful members of the community.

Tasks of School:

- Firstly, the schools must arouse the historical spirit of the community and of life through the symbols of that community.
- This can be done through consideration of the previous history of the community & through contact between young people & their educators.
- Secondly, schools must enable students to learn & practice everything which is necessary for work and for a profession.
- This is a matter of deliberate planning.

Role of Primary School:

- Jaspers emphasizes the exceptionally important role of the primary school that lays the moral, intellectual & political foundation for the entire population.

Topic: 159 – Jaspers: Education & University

- Most of Jaspers educational philosophy focused on University education rather than school.

Function:

- The university is meant to function as an intellectual conscience of an era.
- It is a meeting place of different disciplines and world outlooks.

Research:

- Research is a major function of Jasper's university.
- Discovery & research is an indivisible whole.
- Scholarship depends on a relation to the whole.

Science & Scholarship:

- Science & scholarship are meaningful only when they are part of a comprehensive intellectual life that is the very life blood of university.

Objectives of University:

- Research
- Education
- Instruction

Communication:

- To reach the stated objectives, scholars must communicate with each other and with students, who in turn must communicate with each other.

Topic: 160 – Jaspers: Education & Democracy

- Democracy, peace and the just world order are the problems around which Jaspers' philosophy revolves.

Jaspers on Democracy:

'Democracy is the only necessary, if infinitely difficult, path by which men can attain their potential degree of freedom and organize the world to enhance that freedom'

- Jaspers did not believe that the different forms of democracy would guarantee and bring to perfection the very idea of democracy, bit he firmly believed in the need to make constant use of the opportunities held out by democracy as the sole route to freedom.

Confidence in People:

- Jaspers was of the opinion that confidence in the people is essential, and democracy must not be formal, rather it should maintain an attitude of reason on the part of the people.

Autonomy:

- Jaspers refuses to idealize or to defame people.
- He considers people to be autonomous but in need of self-education to attain that autonomy.

Responsibility:

- People become ripe for democracy by becoming politically active and by accepting responsibility for solving concrete problems.

Education for Democracy

- Jaspers considers it self-evident that democracy demands the education of the entire people.

Topic: 161 – Jaspers: The Idea of The University

- Idea of the University was one of the most influential works given to us by Karl Jaspers. It was a book which was published in 1946.
- A statement of the idea of a university in the aftermath of a world war which had threatened the values represented by the university.
- University, through fragmentation of knowledge and its emphasis on useful knowledge, had underwritten nationalism and the new technological age.
- Jaspers saw the possibility of the university playing a role in the reconstruction of a more human society, but based on a more unitary and purposeful conception of knowledge.
- The book reflects the tension felt within Germany between the state (and nationalism) and the university.

Discontent with the Modern University:

Jaspers showed a discontent with the function of modern university which he believed were limited to:

- Research
- Training
- Professional education
- Transmission of a particular kind of culture

Jaspers University:

- Jaspers believed that seeking knowledge and truth meant something more than just maintaining a community of scholars and students.

Topic: 162 – Jaspers: Nature of Knowledge

Reliable Knowledge:

- Jaspers was particularly conscious of the theoretical difficulties of securing reliable knowledge.

Objectivity:

- Even if a particular kind of knowledge is universally valid, it is not absolutely objective.
- Knowledge is the product of a particular method chosen by the investigator.

Universal Validity:

- Since knowledge cannot be completely objective, it cannot be universally valid; hence Jaspers definition of universal validity relies upon universal consensus.

Scientific & Philosophical Knowledge:

- Jaspers analyzed the relationship between science and philosophy, as he believed both to be an integral part of education.

Methodical Knowledge:

- Scientific knowledge is methodical knowledge, i.e. we know by what means it was arrived at and in what sense and within what limits it holds good.

Certain Knowledge:

- Scientific knowledge is absolutely certain, i.e. it stands the test of any reasoning; it must be distinguished from the convictions by which man may live and be prepared to risk his life.

General Validity:

- Scientific knowledge has general validity, i.e. it is recognized without limitation by everyone who understands it; it stands in contrast to any other form of knowledge in which man may place unlimited faith.

Topic: 163 – Jaspers: Criticism

Curriculum:

- Jaspers has emphasized curriculum in great detail, however, he has not given specific suggestions.
- The reader is left in the dark concerning the form university education should take, or what a program of study for a typical student might be.

Intellectual Aristocracy:

- Critics have objected to Jaspers conception of a university to be too aristocratic.
- Jaspers only allows the very best to become a part of the university.
- University becomes a domain of special privilege which is very antidemocratic.

Unification of Teaching & Research:

- Critics disapproved of Jaspers' belief that teaching & research are inseparable and a good teacher must be a good researcher as well.
- Those who separate teaching and research tend to view all teaching as the transmission of basic information about a subject matter; thus, teaching becomes equated here wholly with scholastic instruction.

Topic: 164 – Educational Theories:

- Within the epistemological frame that focuses on the nature of knowledge and how we come to know, there are four major educational philosophies.

- Each educational philosophy is related to one or more general philosophies already discussed.

Educational Philosophies:

- Perennialism

- Essentialism

- Progressivism

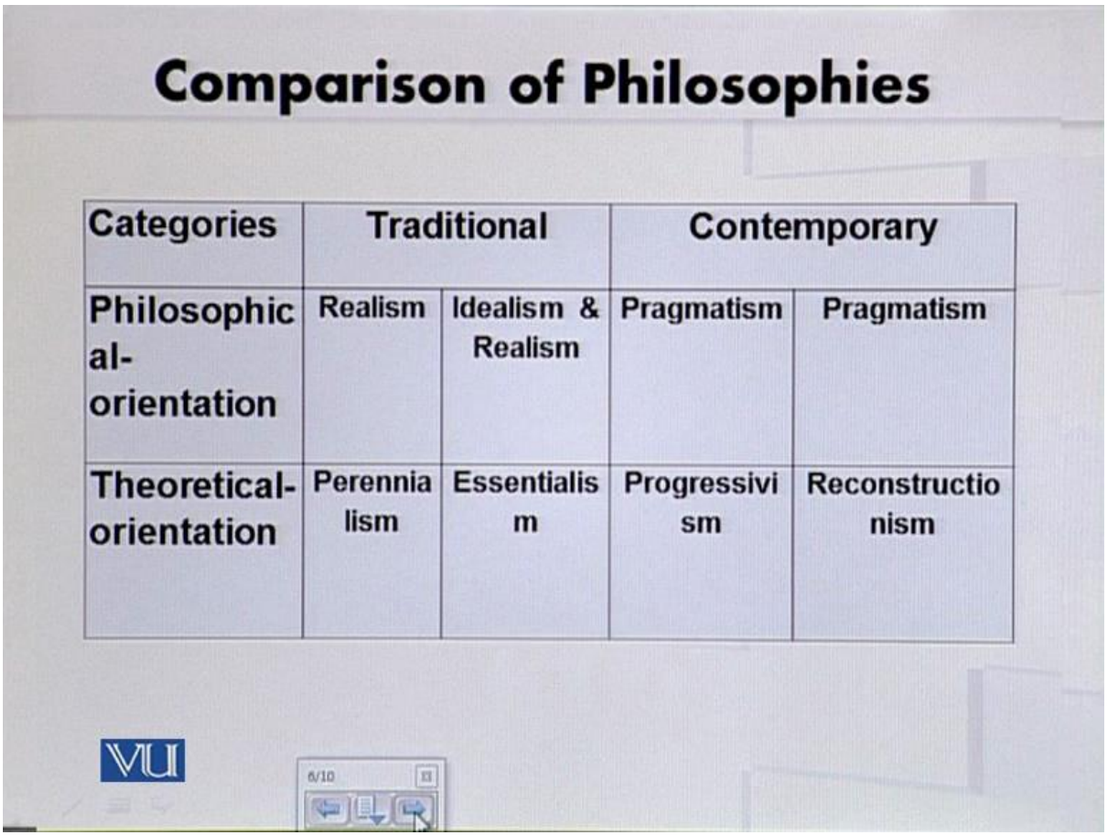
- Reconstructionism

Categories	Traditional			Contemporary	
Philosophical- orientation	Realism	Idealism & Realism		Pragmatism	Pragmatism
Theoretical- orientation	Perennialism	Essentialism		Progressivism	Reconstructionism
Direction in time	Focus on preserving the past			Focus on growth, reconstruction of present & the society, & shaping the future	
Educational value	Fixed, absolute, objective			Changeable, subjective, relative	
Educational process	Focuses on teaching			Focuses on active self-learning, student centered	
Intellectual focus	Training & disciplining the mind			Engaging in problem-solving, & social tasks	
Curriculum	Composed of three Rs			Three Rs, arts, sciences, vocational	
Teacher	Disseminator, lecturer, dominates instruction			Facilitator, coach, & change agent	
Freedom and Democracy	Conformity, compliance with authority, knowledge and discipline			Creativeness, self-actualization, direct experiences	
Excellence vs. Equality	Excellence in education, academic, rewards and jobs based on merit			Equality of education, equal change to disadvantaged	
Society	Group values, acceptance of norms, cooperative and conforming behavior			Individual growth, individual ability, importance of individual	

Topic: 165 – Comparison of Philosophies

Comparison of Education & World Philosophies:

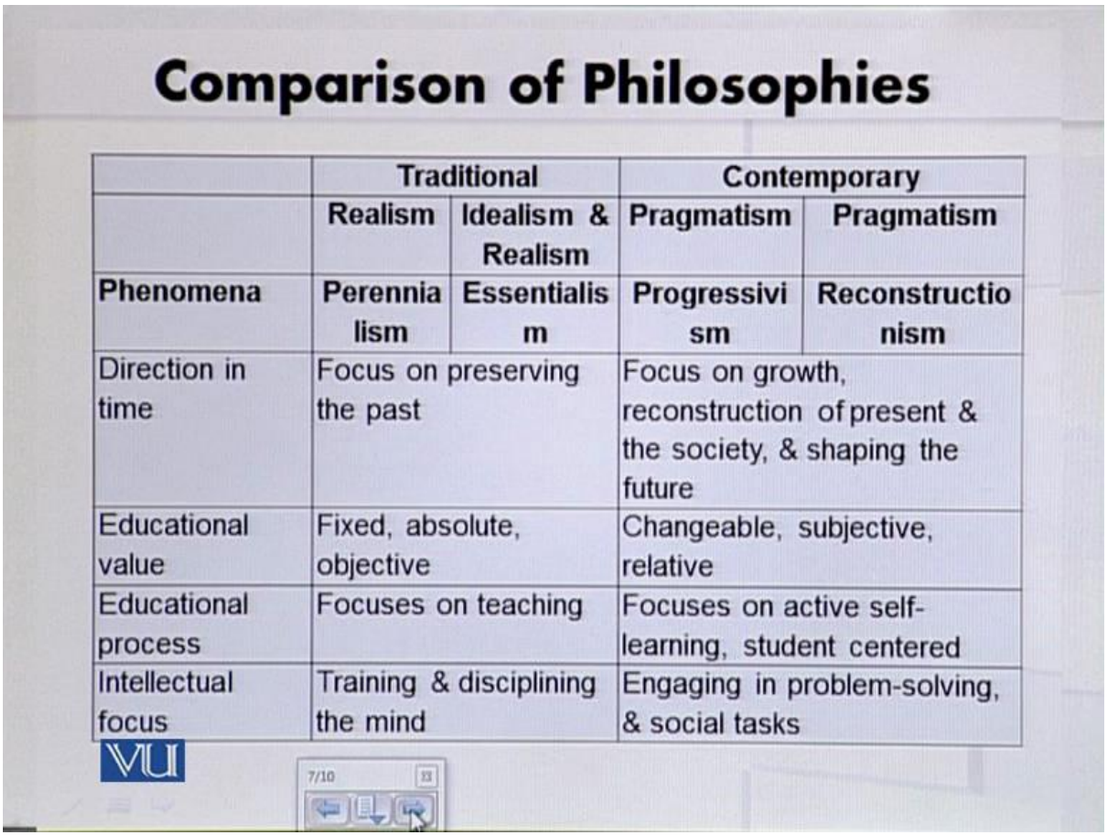
Image 1:



Here, the students can see the two categories; first is Philosophical orientation and second is the Theoretical orientation. There are further two categories which are traditional and contemporary respectively. Traditional are the old ones which include idealism and realism philosophies. Whereas; in contemporary we can see philosophy of pragmatism. Now in Theoretical orientation, it shows that Perennialism and Essentialism are traditional philosophies whereas Progressivism and Reconstructionism are contemporary philosophies.

Now students can see clearly that Perennialism comes under Realism, essentialism comes under Idealism & Realism, Progressivism related to Pragmatism and Reconstructionisn also relates with Pragmatism.

Image 2:

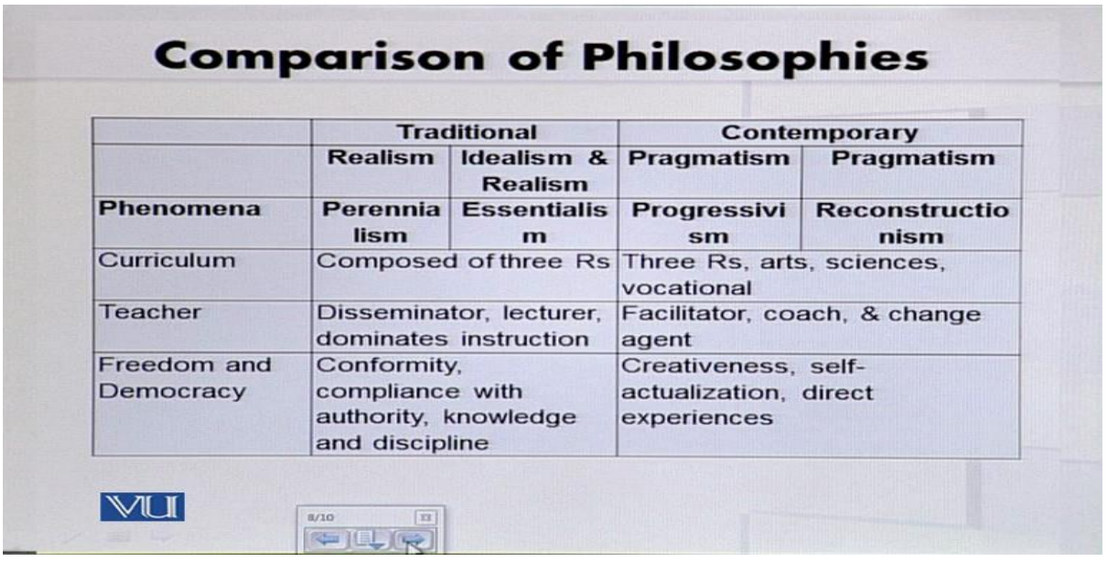


Comparison of Philosophies

	Traditional		Contemporary	
	Realism	Idealism & Realism	Pragmatism	Pragmatism
Phenomena	Perennialism	Essentialism	Progressivism	Rereconstructionism
Direction in time	Focus on preserving the past		Focus on growth, reconstruction of present & the society, & shaping the future	
Educational value	Fixed, absolute, objective		Changeable, subjective, relative	
Educational process	Focuses on teaching		Focuses on active self-learning, student centered	
Intellectual focus	Training & disciplining the mind		Engaging in problem-solving, & social tasks	

In the image above, there is a heading of Phenomenon, now students can see the difference how each philosophy explains these phenomena. (Read the table above in the image carefully for better understanding).

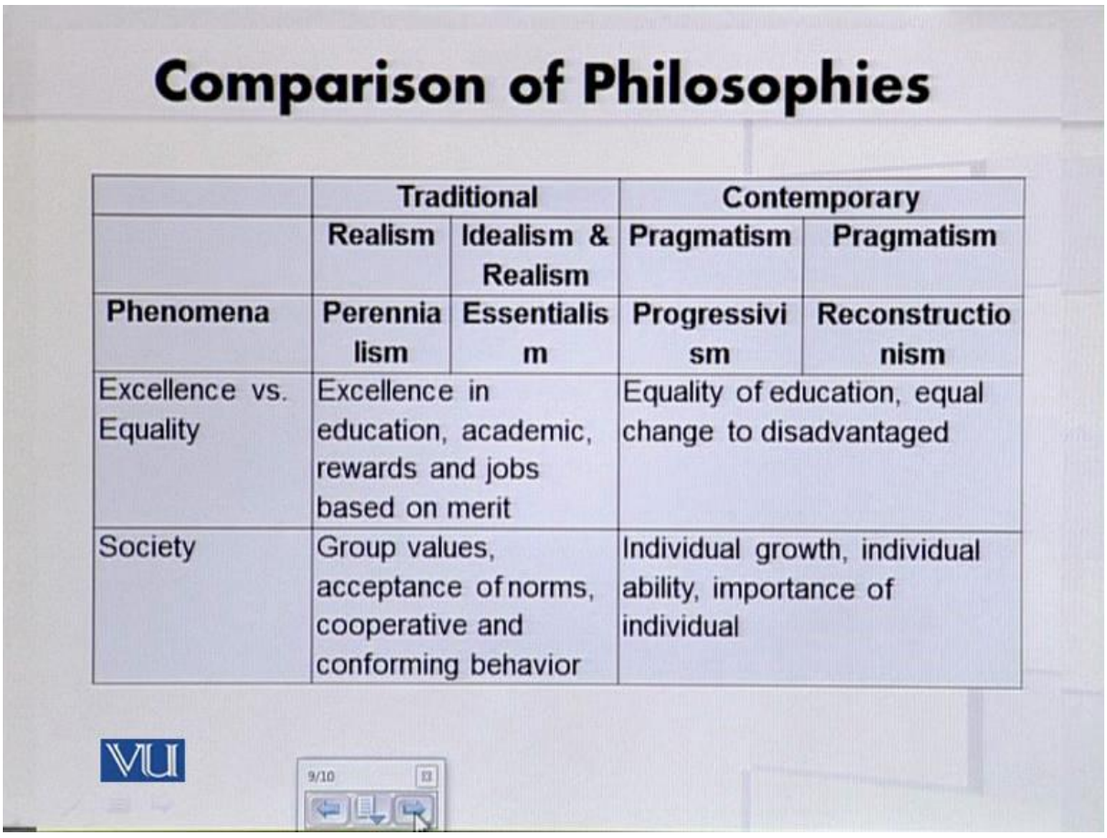
Image 3: Phenomenon continued…



Comparison of Philosophies

	Traditional		Contemporary	
	Realism	Idealism & Realism	Pragmatism	Pragmatism
Phenomena	Perennialism	Essentialism	Progressivism	Reconstructionism
Curriculum	Composed of three Rs		Three Rs, arts, sciences, vocational	
Teacher	Disseminator, lecturer, dominates instruction		Facilitator, coach, & change agent	
Freedom and Democracy	Conformity, compliance with authority, knowledge and discipline		Creativeness, self-actualization, direct experiences	

Image 4: Phenomenon Continued …



Topic: 166 – Perennialism & Education - 1

Perennialism:

- Conservative and inflexible educational philosophy.

Cultivation of Intellect:

- Humans are rational beings, and their minds need to be developed, thus, cultivation of the intellect is the highest priority in a worthwhile education.

Aim of Education:

- For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization.
- Perennialists believe that these ideas have the potential for solving problems in any era.

Unchanging Principles:

- The focus is to teach ideas that are everlasting, to seek enduring truths which are constant, not changing, as the natural and human worlds at their most essential level, do not change.

Principles vs. Fact:

- Since details of facts change constantly, these cannot be the most important, therefore, one must teach principles not facts.

Liberal vs. Vocational Education:

- Since people are people first and workers later, one must teach liberal subjects first and vocational subjects later.

Topic: 167 – Perennialism & Education – 2

Teacher-centered Classrooms:

- Perennialist classrooms are teacher centered in order to develop the students intellectual & moral qualities through dissemination of Western traditions.
- The teachers are not concerned about the students' interests or experiences.
- They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind.
- Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

Curriculum:

- The perennialist curriculum is universal and is based on the view that all human beings possess the same essential nature, and must therefore be educated in the same way.
- Perennialists emphasize that students should not be taught information that may soon be outdated or found to be incorrect.
- Perennialists value the past and teach universally agreed upon knowledge and cherished values of the society.

Topic: 168 – Allan Bloom: Introduction

- Bloom was born in 1930 and he died in 1991.
- He was an American Philosopher.
- Academic
- Championed the Great Book Idea.

Areas of Interest:

- Greek philosophy
- History of philosophy
- Political philosophy
- Politics

Influences:

- Leo Strauss
- Friedrich Nietzsche

Plato’s Republic

- 1968
- Published his most significant work, Plato's’ Republic (translation and interpretation)

The Closing of the American Mind:

- 1987
- Criticism of contemporary American higher education
- Spiritual disintegration of students
- Blamed the post-modern and multicultural trends in education
- Nietzschean relativism
- Sexual revolution
- Nietzschean relativism

Friedrich Nietzsche believed that we have to assess the value of our values since values are relative to one's goals and one's self

Sexual revolution

The **sexual revolution**, also known as a time of **sexual liberation**, was a social movement that challenged traditional codes of behavior related to sexuality and interpersonal relationships throughout the Western world from the 1960s to the 1980s

Theme of Education

- Self-knowledge
- Self-discovery

Topic: 169 – Bloom: Philosophy

- Blooms educational philosophy stems from his need to define the nature of education, democratic education & its implications, and the importance of liberal education.

Nature of Education:

- For Bloom, education is not real or meaningful, if it does not respond to a felt need.
- Education must be in response to a need of humanity.

Timeless Questions:

- What each generation is can be best discovered in its relation to the permanent concerns of mankind.

Liberal Education:

- Blooms educational philosophy promotes liberal education.

Human Completeness

- For Bloom, the goal of education must be human completeness.

Higher Education

- The focus of Bloom's educational philosophy was higher education, as he believed the university education had vastly deteriorated owing to certain social and political issues of the time.

Topic: 170 – Bloom: Education of Openness

Relativity of Truth:

- Bloom believed that every student entering university believes that truth is relative despite their varied ethnic, cultural, social and political backgrounds.

Virtue:

- Relativism is necessary to openness
- This openness is virtue

Virtue: A Purpose of Education:

- The purpose of education is not to create scholars, but to provide the students with a moral virtue, i.e. openness to truth.

Democratic Education:

- Bloom believed that the prevalent democratic education needed to produce men and women who have the tastes, knowledge and character supportive of a democratic regime.
- This education has evolved in the last half-century from the education of democratic man to the education of the democratic personality.

Education of Openness:

- Bloom's education of openness rejected the beliefs of Democratic Education, paying no heed to the natural rights, maintaining that they are flawed and regressive.
- Education of openness takes into account the relativity of truth.
- It is open to all kinds of men, all kinds of life-styles, all ideologies.

Topic: 171 – Bloom: Liberal Education

Liberal Education:

- The liberally educated person is one who is able to resist the easy and preferred answers, not because he is obstinate but because he knows others worthy of consideration.
- Liberal education means reading certain generally recognized classic texts, just reading them, letting them dictate what the questions are and the methods of approaching them.
- Liberal education must recognize the important questions of common concern to all mankind.
- Liberal education should give the student the sense that learning must and can be both synoptic and precise.

What is Man?

- Education must help students question their own nature, and it must help them realize that there is no obvious answer to the question 'What is man'.

Topic: 172 – Bloom: Teacher's Role

Perennialist Teacher:

- Attention to the young, knowing what their hungers are and what they can digest, is the essence of teaching.
- The teachers' stance is not random.
- It is neither dependent simply on what students wants, nor is it imposed on them by the demands of the society or the whims of the market.
- The perennialist teacher hopes to produce students who eventually grow out of the need for a teacher and are independent strong minded individuals.

Task of the Teacher:

- To assist the pupil to fulfill human nature against all the deforming forces of convention and prejudice.

Threat to Philosophy:

- Teaching can be a threat to philosophy because philosophizing is a solitary quest, and he who pursues it must never look to an audience.

- Bloom later rejected this notion, rationalizing that fascination with ones students leads to an awareness of the various kinds of souls & their various capacities for truth & error as well as learning.

Topic: 173 – Bloom: Higher Education

Students:

- Bloom was greatly disappointed in the students pursuing higher education in America in his time.

- He believed them to have become passive and dependent on a debased education**.**

Non Serious Attitudes:

- Bloom lamented the non-seriousness of students, stating that they had no interest in self-discovery, but relied upon the easy and preferred answers that had been taken as unopposed truth for centuries.

Entering University:

- Bloom believed that the early education of young Americans left them spiritually empty, and university was a clean slate for them, the start of proper education.

Clean Slate:

- He believed this to be a good thing as they hadn't had philosophy drummed into them since childhood, and so took a fresh interest in the acquisition of knowledge.

Liberal Education:

- This position of American university students required that they be provided with a liberal education in order to achieve the key goals of education, which is self-discovery and wisdom.

Topic: 174 – Bloom: Need for Education

Books:

- Bloom felt that students had lost the practice of and the taste for reading.
- They have no expectation of delight or improvement from reading.
- Students have not been taught how to read properly during their early education years.

Feminism:

- Another enemy of reading.
- According to feminists, all existing literature was sexist, thus 'bad'.

Seeking Enlightenment:

- Lack of education results in students seeking enlightenment wherever it is readily available.
- Books, specifically classics are usually harder to understand without a proper education.
- Students often fail to differentiate between real education and propaganda.

Sources of 'Enlightenment' for Students:

- Movies
- Political gatherings

Specialized Competence:

- Bloom felt that in his age, parents and teachers focused on students achieving specialized competence and success rather than wisdom and learning.

Modern day need for Education:

- University is supposed to be 'the home of reason'.
- University itself is in crisis which is why liberal education has become a central need of the day.

Topic: 175 – Bloom: Closing of the American Mind

Bloom believed that the modern university students were faced with certain social dilemmas which became the cause of the closing of their minds.

Self-Centeredness:

The deterioration of family relationships and the lack of demand for respect from parents in the name of individualism led to self-centeredness in students.

Equality:

- The lack of prejudice is a result of students' failing to see differences and of the gradual eradication of differences.

Race:

- Deterioration of the relations between the races in Americas.

Sex:

- Sexual revolution was attributed to freedom.
- Feminism was attributed towards equality.
- Neither achieved the intended goal.

Separateness:

- Separation from places, persons, beliefs – produces the mental state of nature where reservation and nervousness become the dominant nature.

Divorce:

- The most visible sign of the increasing separateness and, in turn, the cause of ever greater separateness is divorce.

Love:

- Students have lost the ability to say 'I love you'.
- Relationships are casual and not built on love.

Topic: 176 – Bloom: Criticism

Bloom was often called vengeful, reactionary and antidemocratic, talking against the American students and the American universities.

Closing of the American Mind:

- Bloom's choice of title was vastly criticized.
- Critics were outraged that Bloom labelled young Americans to be close minded.

Philosopher

- Bloom's status as a philosopher was often criticized by critics who maintained that his writings were only focused on a study of classics and there was no philosophy in it.

Great Books

- The Great Books course of Bloom was often criticized due to its restricted and narrow conception of classics.
- Chomsky criticized Blooms emphasis on a Great Books curriculum, maintaining that its effect would be:

'Students will end up knowing and understanding virtually nothing'

Social Issues:

- Critics point out that Bloom discussed all major social and political issues in the lives of students of his time but was silent on gay rights despite the rapid spread of the concept at that time.

Topic: 177 – Essentialism: Introduction

Essentialism:

- Essentialism is a content centered educational approach.

Traditional or back to the basics approach:

- Essentialists believe that our culture has a core of common knowledge that should be transmitted to students in a systematic, disciplined manner.
- Essentialism stresses the "essential" knowledge and skills that productive citizens should have, rather than a set of external truths.

Criticism of Progressive Education:

- Essentialism is critical of progressive education, which they believe damages the intellectual and moral standards of students.

Aim of Education:

- The essentialist sees the aim of education as intellectual discipline fostered by study in key subject areas.

Curriculum:

- Essentialists believe that the curriculum should be restricted to reading, writing, and arithmetic at the elementary level and five basic subjects at the secondary level, e.g., English, mathematics, science, history, and foreign language.

Teacher:

- For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught.

Topic: 178 – Essentialism: Educational Value

- Essentialists is a concept of universal education, and thus has a widespread educational implications.
- Essentialists have given three major principles to education.

Basic Knowledge:

- The school's task is to teach basic knowledge. Basic subject matters should be mastered at the elementary and secondary school levels to eliminate illiteracy at the college level.

Discipline:

- Learning is hard work and requires discipline. Memorization, drill, and problem solving methods foster learning.

Teacher:

- The teacher is the focus of the classroom activity.

- The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.

Topic: 179 – William Bagley: Introduction

- William Bagley was born in 1874 and died in 1946.
- He was an American Philosopher.
- He was said to be the 'Father of Essentialism'.
- Taught Elementary School before 1908.
- Professor of Education at the University of Illinois (1908)
- Professor of Education at Teachers College, Columbia (1917)
- Opponent of Pragmatism and Progressive Education
- Worked with several of his colleagues to create the Journal of Educational Psychology
- Helped found Kappa Delta Pi, an honor society in education
- Published 'Education and Emergent Man: A Theory of Education with Particular Application to Public Education in the United States' in 1934
- Most significant contribution to educational theory
- This book was a response to John Dewey and the Progressive movement in Education

Topic: 180 – Bagley: Problems of American Education - 1

Effort against Interest:

- Progressivists have given the primary emphasis to interest, and have maintained that interest in solving a problem or in realizing a purpose generates effort.
- Man is the only animal that can sustain effort in the face of immediate desire.

Initial & Permanent Interests:

- Bagley believed that many interests, and practically all the higher and more nearly permanent interests grow out of efforts to learn that are not at the outset interesting or appealing in themselves.
- Higher interests don't grow out of initial interests that are intrinsically pleasing and attractive.

Effort & Discipline:

- Therefore, Bagley proposed introduction of discipline and duty in education, which would eventually develop a child's interest in the particular field.

Effort for Desire:

- To deny to the young the benefits that may be theirs by the exercise of effort for desire would be a gross injustice.

Topic: 181 – Bagley: Problems of American Education – 2

Teacher against Learner Initiative:

- Progressive theory tends to regard teacher- initiative as at best a necessary evil.

Adult Responsibility:

- Bagley believed that adult responsibility for the guidance and direction of the immature is inherent in human nature.
- It is the real meaning of the prolonged period of necessary dependence upon the part of the human offspring for adult care and support.
- It is the biological condition of human progress.

- The control, direction, and guidance of the immature by the mature is inherent in the prolonged period of infancy or necessary dependence peculiar to the human species.

Role of Teacher:

- Bagley held teachers responsible for a systematic program of studies and activities to develop the recognized essentials.

Informal Learning:

- Informal learning through experiences initiated by the learners is important, and abundant opportunities for such experiences should be provided, but it is only part of the essential human education.
- Informal learning should be considered supplementary rather than central.

Topic: 182 – Bagley: Problems of American Education – 3

Evolution of Cultures:

- It is this plastic period of necessary dependence that has furnished the opportunities for inducting each generation into its heritage of culture.
- The cultures of primitive people are relatively simple and can be transmitted by imitation or by coming-of-age ceremonies.
- Primitive peoples pamper and indulge their offspring.
- They do not sense a responsibility to provide for their own future, much less for the future of their children.
- More highly organized systems of education, however, become necessary with the development of more complicated cultures.

Need for Firm Control:

- The need of a firmer control of the young came with this development.

Discipline:

- While the capacity for self-discipline should be the goal, imposed discipline is a necessary means to this end.

Responsibility:

- Responsibility, with its corrective duty of discipline, is distinctly a product of civilization.

Child-freedom:

- Progressivists imply that ‘child-freedom’ that they advocate is new, whereas in a real it is a return to the conditions of primitive social life.
- Among individuals, as among nations, true freedom is always a conquest, never a gift.

Topic: 183 – Bagley: Problems of American Education – 4

Subjects against Activities:

Living in the Present:

- Progressivists tend to ‘live in the present’, rather than the ‘dead past’.

Formalism:

- Progressivists believe that teaching subjects in a strictly formal way without an inclusion of activities was harmful for education.
- Progressivists have been against formalism, and especially against the verbalism into which bookish instruction is so likely to degenerate.

Subject Matter:

- The Essentialists have always emphasized the prime significance of race-experience and especially of organized experience or culture.
- Bagley recognizes the importance of individual or personal experience as an indispensable basis for interpreting organized race-experience, but the former is a means to an end rather than an educational end in itself.

Freedom:

- Freedom of the immature learner to choose what he shall learn must be differentiated from the latter freedom from want, fraud, fear, superstition, error, and oppression.

Latter Freedom:

- The latter freedom occurs when the child is initially subjected to 'slavery to essential subjects'.

Topic: 184 – Bagley: Problems of American Education – 5

Logical vs. Psychological Organization:

- Bagley recognizes that the organization of experience in the form of subjects involves the use of large-scale concepts and meanings, and that a certain proportion of the members of each generation are unable to master these abstract concepts.

Varied Competencies:

- For immature learners and for those who never grow up mentally, a relatively simple educational program limited in the earliest years of childhood to the most simple and concrete problems must suffice.
- Essentialist recognizes the importance of specializations.
- They recognize the difference between competent and slow learners.
- Progressivists discredit formal, organized, and abstract learnings, thus discouraging even competent learners from attempting studies that are 'exact and exacting'.

Failure:

- The Essentialists recognize that failure in school is unpleasant and that repetition of a grade is costly and often not effective.

Lack of Stimulus:

- Lack of a stimulus that keeps the learner to his task is a serious injustice to him and to the democratic group, which has a stake in his education.

Logical & Psychological Competencies:

- Therefore, the Essentialist educational philosophy recognizes and addresses the various competencies of the students.

Topic: 185 – Bagley: Essential Education

Essentials:

- The arts of recording, computing, and measuring have been among the first concerns of organized education.

Foundation of Civilized Society:

- Every civilized society has been founded upon these arts, and when they have been lost, civilization has invariably collapsed.

Universal Education:

- Knowledge of the world that lies beyond one's immediate experience has been among the recognized essentials of universal education.

Education for Heritage:

- Investigation, invention, and creative art add to our heritage.

Other Essentials:

- Health Instruction
- Elements of natural science
- Fine arts
- Industrial arts

Topic: 186 – Bagley: Essentialist Classroom

Weakening of Schools:

- Bagley criticized the deterioration of the American culture due to the influx of countless immigrants, thus threatening the American culture by weakening the schools.

Culture:

- Thus **,**Bagley proposed a strong core curriculum to maintain uniformity and preservance of culture.

Components of the Classroom:

- Bagley believed that every classroom must have three main components which are subsequently discussed.

Teacher:

- Students are to be taught by an essentialist teacher who is well-educated and knowledgeable in the core curriculum.

Community:

- Community must be woven into the curriculum.
- The essentialist reform was set to promote the customs of American culture to each student regardless of the school, to ensure that all schools of varying demographics had a common foundation.
- Bagley demanded a higher standard for all students in ‘the essential’ subjects.
- **‘**He promoted the pass or fail approach’ to promoting students to the next educational level.
- *‘If education abandons rigorous standards and consequently provides no effective stimulus, many persons will pass through twelve years of schooling to find themselves in a world in which ignorance and lack of fundamental training are heavy handicaps’*

Bagley

Topic: 187 – Bagley: Curriculum

- The essentialist curriculum is heavily dependent on the teacher.

Teacher:

- Teaches basic skills
- Teaches courses separately. No integration of subjects
- Encourages higher thinking skills
- Tests competencies at an equal scale
- Does not engage in dialogue with students
- Strictly lecture form of classes

Strategies:

- Excessive use of paper and pencil
- Classics are an essential part of the curriculum
- Drilling the course material into students' minds
- Authority
- Discipline
- Hard work

Core Curriculum:

- Reading
- Writing
- Mathematics
- Science
- Social Studies

Discouraged:

- Arts
- Humanities

Citizenship:

- The essentialist curriculum is not designed in order to prepare students for citizenship or work.

Topic: 188 – Bagley: Criticism

Stability:

- Stability though often considered good is criticized here as it hinders new knowledge creation.

Role of Student:

- Bagley has been criticized for ignoring the importance of the student in the learning process and awarding all power to the teacher.

Teacher's Role:

- The over emphasis of teachers evaluation role undermines the students' interest in study, thus the student becomes passive.

Student Motivation:

- Elimination of electives reduces student motivation and interest.

Cultural Lag:

- Critics believe that essentialism promotes a cultural lag.
- Essentialism passes on a very traditional knowledge of cultures.

Status Quo:

- Essentialism is used to maintain status quo rather than foster social change.

Topic: 189 – Progressivism: Introduction

Defining Progressivism:

- Progressivists believe that education should focus on the whole child, rather than on the content or the teacher.

Active experimentation:

- This educational philosophy stresses that students should test ideas by active experimentation.

Learning:

- Learning is rooted in the questions of learners that arise through experiencing the world.
- Learning is active, not passive.
- The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

Role of Teachers:

- Effective teachers provide experiences so that students can learn by doing.

Curriculum:

- Curriculum content is derived from student interests and questions.
- Scientific method is used by progressivist educators so that students can study matter & events systematically & first hand.

Topic: 190 – Progressivism: Educational Value

Progressivism has given to education six basic principles on which it operates.

1. The process of education finds its genesis and purpose in the child.
2. Pupils are active rather than passive.
3. The teacher's role is that of an advisor, a guide, a fellow traveler, rather than an authoritarian and classroom director.
4. The school is a microcosm of the larger society. Learning should be integrated.
5. Classroom activity should focus on solving problems, rather than on artificial methods of teaching subject.
6. The social atmosphere of the school must be cooperative and democratic.

Topic: 191 – Jean Piaget: Introduction

Jean Piaget was a famous developmental psychologist and also a philosopher, who has contributed anonymously to the field of education. He was holding on to the progressivist philosophy.

- He was born in 1986 and died in 1980.
- During this time he appeared as Swiss biologist.
- He then turned into a developmental psychologist and philosopher. (combination observed here is of biology, psychology & philosophy)
- He gave importance to children's education.
- He was interested in the process of the qualitative development of knowledge.

Genetic Epistemology:

- Believed that answers for the epistemological questions could only be answered, or better proposed, if one looked towards the genetics, hence the experimentation with children & adolescents.

'What the genetic epistemology proposes is discovering the roots of the different varieties of knowledge, since its elementary forms, following to the next levels, including also the scientific knowledge'

Jean Piaget (Genetic Epistemology)

'Only education is capable of saving our societies from possible collapse, whether violent, or gradual'

Jean Piaget (1934)

Maturity & Understanding:

- Primarily concerned with the role of maturity (simply growing up) in children's increasing capacity to understand their world.

Topic: 192 – Jean Piaget: Nature of Child's Mind

- Children construct their own knowledge ,intelligence, and morality.
- They have so many ideas that haven't been taught to them by anyone.

Incorrect Ideas:

- Children's' incorrect' ideas about the world reflect a unique and different subjective experience.
- These ideas come from the child—from his or her own effort to make sense out of experience.

Learning:

- When we take the trouble to find out how children actually think, we find that they *learn*—that is, construct many things we do not teach.

Problem in Education:

- The failure to adapt teaching to the way children think is one central problem in education.

Learning Disabilities Created in Schools:

- Many learning disabilities are created by schools when they fail to understand the nature of their minds, and how learning process takes place for them.
- Children beginning school are especially vulnerable when teachers demand they learn what they cannot understand.

Topic: 193 – Jean Piaget: Developmental Stages - 1

Piaget believed that all children, beginning from infancy, pass through an orderly succession of developmental stages and sub stages. Their current stage of development determines the way they interpret experiences, structure problems, and seek solutions. It is therefore important to understand a child's current developmental stage before devising a method of instruction.

Topic: 194 – Jean Piaget: Developmental Stages – 2

Sensorimotor Stage:

The term "sensorimotor" comes from the child understanding their world largely through their senses for their first 2 years.

- This is the stage of infancy.
- Infants understand the world by the actions they perform.
- The infant is in the sensorimotor stage of development.
- He understands the world by the actions he performs.
- This stage is characterized by the lack of language and internal representation.
- It focuses on the reflexes that the child is born with such as sucking, reaching and grasping.
- In this stage of development the child eventually develops *primary circular reactions*, which are activities centered on the child's body and repetitious in nature.
- Eventually, children develop the coordination of separate activities and the evolution of language.
- A final achievement in this stage is recognizing cause-and-effect relationships.

Topic: 195 – Jean Piaget: Developmental Stages – 3

Preoperational Stage:

- 2 - 7 years
- The preschool child is in the preoperational stage of development.
- In contrast to the infant, the preschool child recognizes that objects exist even when he does not touch them.
- The preschooler has developed his own system of symbols (images, props, and words) to represent objects in the real world.
- Learns to use language and to represent objects by images and words.
- Thinking is still egocentric.
- The child has difficulty taking the viewpoint of others.
- Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour.

Topic: 196 – Jean Piaget: Developmental Stages – 4

Concrete Operational Stage:

- 7 - 11 years
- In this stage children evolve from prelogical, egocentric thinking to a more rule-regulated type of thinking.

Logic:

- Child can think logically about objects and events.
- Some of the rules of logic include reversibility, identity, and compensation.

Understanding of Numbers:

- Child achieves understanding of number (age 6), mass (age 7), and weight (age 9).

Object Classification:

- Classifies objects according to several features and can order them in series along a single dimension such as size.
- One activity that a child at this age would enjoy is a cooking activity with their mom or dad.

Measurements:

- Baking involves measurements, which would be useful to the concept of conservation.
- Measuring cups come in all different shapes so it would be fun to measure the exact same measurement using different types of measuring utensils.

Ingredients:

- Also the ingredients could be classified into different categories such as the dry ingredients and the wet ingredients and so on.

Topic: 197 – Jean Piaget: Developmental Stages – 5

Formal Operational Stage:

- 11 years and up.
- This period is characterized by applying children’s logic directly to real objects or situations.

Logical Thinking:

- Children can think logically about abstract propositions and test hypotheses systematically.

Hypothetical Situations:

- Becomes concerned with the hypothetical, the future, and ideological problems.

- Students need the opportunity to explore various hypothetical situations.
- Children in this stage should be encouraged to work in groups in school to explain and discuss hypothetical topics.

Problem Solving:

- Students should also be encouraged to explain how they solved a problem.

Topic: 198 – Jean Piaget: Practices in Pre Schools - 1

Teacher as facilitator

- The teacher is seen as a facilitator.
- She arranges the environment and prepares activities and experiences appropriate to the developmental level of the children in the class.

Provide Real Material

- Recognizing that the child learns by actively organizing and constructing the environment, the teacher provides real materials for the child to sort, order, and arrange.

Concrete Experience

- Concrete experiences are introduced before abstract concepts.
- For example, a child is given ample experience with objects floating and sinking before being taught scientific concepts such as density and displacement.

Imagination

- Imaginative play is encouraged.
- Pretending is viewed as a way of developing a system of symbols to stand for real events and as a way of learning to take different points of view.

Experimentation

- The child is given many opportunities to experiment with different media, including water, sand, paint, clay, and play dough.
- Through manipulation, the child will make her own discoveries about the nature of reality.

No Rewards

- No external rewards are offered for the accomplishment of a task, and children are permitted to make choices about what they are going to do.

Repetition:

- Repetition of a task is encouraged, if this is what the child wants.

Topic: 199 – Jean Piaget: Practices in Pre Schools - 2

There are four main teaching implications drawn from Piaget's educational philosophy:

1. **A focus on the process of children's thinking, not just its products.**

Instead of simply checking for a correct answer, teachers should emphasize the student's understanding and process they used to get the answer.

2. **Recognition of the crucial role of children's self-initiated, active involvement in learning activities.**

In a Piagetian classroom, children are encourage to discover themselves through spontaneous interaction with the environment, rather than the presentation of ready-made knowledge.

3. **A de-emphasis on practices aimed at making children adult like in their thinking.**

This refers to what Piaget referred to as the "American question" which is "How can we speed up development?"

His belief is that trying to speed up and accelerate children's process through the stages could be worse than no teaching at all.

Topic: 200 – Jean Piaget: Practices in Pre Schools - 3

4. **Acceptance of individual differences in developmental progress.**

Piaget's theory asserts that children go through all the same developmental stages, however they do so at different rates.

Because of this, teachers must make special effort to arrange classroom activities for individuals and groups of children rather than for the whole class group.

Overall Educational Implication:

- The educational implication of Piaget's theory is the adaptation of instruction to the learner's development level.
- It is important that the content of instruction needs to be consistent with the developmental level of the learner.

Topic: 201 – Jean Piaget: Teacher's Role

Facilitation:

- The teachers' main role is the facilitation of learning by providing various experiences for the students.

Discovery Learning:

- "Discovery Learning" allows opportunities for students to explore and experiment, while encouraging new understandings.

Opportunities:

- Opportunities that allow learners of different cognitive levels to work together often help encourage less mature students to advance to a higher understanding of the material.

Hands on Experience:

- Teachers can also assess students with the use of hands on experiences to help students learn.

Learning:

- Children are innately curious and motivated to learn, whether or not they receive external rewards and encouragement.
- Teachers must manipulate this.

Assimilation & Accommodation:

- These are the stages where learning takes place.
- When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows.
- This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

Topic: 202 – Jean Piaget: Criticism - 1

Underestimation of Children's Abilities:

- Critics maintain that the tasks Piaget described to test children's abilities were overly difficult.
- Young children are capable and can succeed on simpler forms of tasks requiring the same skills.

Developmentally Advanced Concepts:

- Piaget's efforts to teach children developmentally advanced concepts would be unsuccessful.
- However, researchers found that children often learn more advanced concepts with brief instruction.

Topic: 203 – Jean Piaget: Criticism - 2

Thinking within a Stage:

- Piaget's theory predicts that thinking within a particular stage would be similar across tasks.
- For example, all preschool children should perform at the preoperational level in all cognitive tasks.

Overlooking Cultural Effects:

- Critics believe that Piaget overlooked the effects of students' cultural and social groups.
- Stages of development constructed by Piaget are representative of Western society and culture.

Unscientific Method:

- According to critics, Piaget's work is characterized by lack of controls, small samples, and absence of statistical analysis in his research.

Topic: 204 – Social Reconstruction: Introduction

- Social reconstructionism is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy.

Social Reform:

- Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education.

Theodore Brameld:

- 1904-1987
- Founder of social reconstructionism in reaction against the realities of World War II.

Technology and Human Nature:

- Brameld recognized the potential for either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion.

Education:

- Education was the means of preparing people for creating this new social order.

Changing World:

- Social reconstructionists believed that the current society was in trouble because it was not willing to revision and reconstruct institutions in order to meet the challenges of a changing world.
- Social reconstructionists proposed examining heritage critically, committedly working for social reform, envisioning and planning a course for cultural reforms, and acting upon the reforming and restructuring plans and visions.

Pragmatic Origins:

- Much about social reconstruction was based in the pragmatic notions of using enquiry, questioning, and experimentation to solve problems and to bring reform.

Vision:

- The Social Reconstructionists had a particular vision of the social reform that they believed was both possible and desired.

Topic: 205 – Social Reconstruction: Curriculum

- Educators who promote the Social Reconstruction ideology view curriculum from a social perspective.
- Social Reconstruction educators assume that education provides the means of reconstructing society.

Curriculum, a Medium:

- Curriculum is a way of educating “the masses of humanity” to critically analyze themselves in relation to their society.
- Curriculum must be designed in a way to make students understand the ills of their society; develop a vision of a better world based on a conception of social justice.
- Curriculum must be strong enough to enable students to actualize the vision of a better society and social justice.

Topic: 206 – Critical Pedagogy: Introduction

- Critical theorists, like social reconstructionists, believe that systems must be changed to overcome oppression and improve human conditions.
- Though Critical Theory and Social Reconstructionism have similar overtones, their histories are different
- Social Reconstructionism was born from the ideas of the Pragmatists and Progressivists.
- Critical Theorists find their historical roots in the ideas of class struggle and the control of economic power.

Paulo Freire

- 1921-1997
- A Brazilian whose experiences living in poverty led him to champion education and literacy as the vehicle for social change.

Oppression:

- Humans must learn to resist oppression and not become its victims, nor oppress others.
- To do so, requires dialog and critical consciousness, the development of awareness to overcome domination and oppression.

Teaching & Learning:

- Rather than "teaching as banking," in which the educator deposits information into students' heads, Freire saw teaching and learning as a process of inquiry in which the child must invent and reinvent the world.

Curriculum:

- For social reconstructionists and critical theorists, curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality.
- Strategies for dealing with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the focus.
- Community-based learning and bringing the world into the classroom are also the educational goals.

Topic: 207 – Critical Pedagogy: Role of Education

Education, a Power Game:

- Critical Theorists believe that schools are one social institution used by dominant classes to reproduce the circumstances that maintain their power.
- If the disempowered become aware of their conditions, they can overthrow the powerful groups that prevent them from sharing the wealth and power.

Raising Awareness:

- Raising the awareness level of subordinate peoples has become an important aspect of contemporary postmodern Critical Theory.

Education:

- Education is in the forefront of social struggle, and Critical Theorists wish to reform schools to become institutions that encourage critical analysis, awareness, morality, and political and economic responsibilities.

Role of Teachers

- Critical Theorists call for teachers to take on socially reforming roles.
- Instead of regurgitating the social and political heritage of the dominant classes, teachers can become true intellectuals and reformers.
- They can strive to transform and reconceptualize the curriculum in democratic ways that empower both teachers and students from all backgrounds.

Topic: 208 – Maria Montessori: Introduction

Maria Montessori was a very famous and influential educational philosopher.

- Maria Montessori was born in 1870 and died in 1952.
- She was a clinical paediatrician. (Dr of infants)
- She was an educator.
- Maria Montessori wanted to become an engineer before she switched her allegiance to medicine.
- She based her work on observation rather than theories.
- She never claimed to have invented or created a new procedure.
- She always cited other sources or philosophers.
- Her interests were in mental health.
- She worked with children with mental deficiencies and applied that knowledge to neurotypical children.
- She observed young ‘idiot children’ in asylums.
- She believed that mental deficiency was at root a pedagogical problem.

University of Rome:

- Appointed director of a medical-pedagogical institute.
- Taught in the Pedagogic School at the University of Rome.

Casa dei Bambini: was the name of the school started for normal children.

- Established in 1907.
- A school for ‘normal’ children

Within the two years of establishment of this school, Montessori method was started;

Montessori Method:

- 1909
- Observation of ‘free’ children in a prepared environment
- Teacher as a ‘directress’

Topic: 209 – Maria Montessori: Influences

1. The first influence was **Jean Marc Gaspard Itard** and his **Scientific & methodical approach** was the one that attracted Maria Montessori’s attention.

- **Jean Marc Gaspard** treated a boy named victor, who was brought up with animals in a jungle without the social and cultural influences of human beings around him.
- Study of his animal behaviour.

Maria Montessori on the other hand, having inspiration from him:

- She did not start with the theory.
- She followed the natural tendencies that she observed in children.

Just like **Jean Marc Gaspard’s method,** Maria Montessori studies:

- Each child as an individual case study.
- Detailed notes were kept of progress and development.

2. **Adhered Senguin**

- He was a physician of deaf-mutes.
- An advocate of reconstruction of society based on loving one another.
- He was founder of the first school for ‘mentally retarded’ children in Paris.
- Philosophic commitments to democracy.

His views about nature and nurture:

- Nature: Individual acting on the environment
- Nurture: Individual responding to social relationships

Based on Senguin’s influence, Montessori came up with the concept of ‘moral education’.

3. **Giuseppe Sergi**

- Montessori was attracted towards his scientific pedagogy.
- He believed it could lead to the science of forming man.
- Based the principles of a new civilization upon education.
- Wanted to establish natural, rational methods.

Need for Early Age Education

- All of these influences led Montessori to believe in the utmost importance of early age education.

Topic: 210 – Maria Montessori: The First Experiment

Scientific Pedagogy

Montessori wished to discover nature’s secrets in her research and scientific pedagogy was a way of finding that out.

Pioneers in education who were experimenting with making education more relevant used scientific terms.

First experiment was “Casa Die Bambini”

- This school was established in 1907 in Rome.
- Work with atypical children as a guide for work with typical children.

Observation of free children

- Few small tables & chairs along with toys
- Forty children between the ages of 3 and 7
- One teacher & one assisting teacher
- No intervention, only observation

'My intention was to keep in touch with the researches of others, but to make myself independent of them, preceding to my work without pre-conceptions of any kind'

Montessori, 1964

Topic: 211 – Maria Montessori: Elements of the Maria Montessori Method - 1

Practical Life Materials for Motor Education

- For instance, buttoning & bow tying exercises were designed to help the development of coordinated movements of the fingers.

Discovery of Silence – Control of Movement

- Silent demonstration allowed a normal child to concentrate on activity and not to be distracted or confused by language.

Sensorial Education

'Everything we know is first in the senses'

Aristotle

Montessori made it clear to the educators that the senses were the most neglected in the learning process

- Montessori used sensory materials to provide sensorial education to the children.
- Each child was introduced to each piece of material individually.
- The aim was self-instruction regarding each material.
- The reward was waiting for the spontaneous reaction of children and observing it.

Aims of Sensorial Education

- Attention and concentration
- Order of the mind
- Errors & Self-correction

Topic: 212 – Maria Montessori: Elements of the Maria Montessori Method - 2

Freedom (nature)

- The first principle of Montessori Education.
- Montessori suggested freeing the child's spirit (mind).
- For this, children required a stress free environment.
- Montessori wanted to eliminate slavery in pedagogy.
- She believed they needed both physical & mental freedom to develop normally.

Meaning of Freedom

- Freedom enjoyed by children in Casa dei Bambini was not of the kind that led to aggression and confusion.
- Children were allowed freedom with responsibility.

Responsibility

Children were to respect and care for:

- The didactic materials and furnishings within the environment
- Belongings of others

Respect

- Children were to show respect for others (children and adults)

Meaning of Freedom

- Montessori education instilled respect in children with free spirits, recognized the need for movement and the rights of others, the need for self-respect and the need to be responsible for one's own actions and one's own learning.

Topic: 213 – Maria Montessori: Elements of the Maria Montessori Method – 3

Social Relationships (nurture)

'Our aim in education is twofold, biological and social'

Montessori, 1964:215

- The relationship between teacher and student changed from the traditional relationship.
- The relationship between teacher and student changed from the traditional relationship of dominance of teacher.
- A new teacher emerged within the Montessori method, a teacher who was to help children become independent, self-reliant, and masters of themselves.

Social Justice in the Classroom

- Montessori was the first one to recognize the social rights of children in history.
- Montessori was concerned about the physical treatment of children in schools which dampened their spirits, and affected their spontaneous psychic development.

Topic: 214 – Maria Montessori: Discovery of the Natural Tendencies of Students

Early Twentieth Century Psychology

- Children were either rewarded or punished like animals under the assumption that they, like animals would only learn through adult response.

Natural Tendencies

- From her observation of the free children in her first experiment, Montessori made some valuable discoveries regarding the natural tendencies of these children.

Free children tended to

- Select materials that attracted them
- Concentrate & become calmer
- Choose what to do rather than wait for set tasks
- Work with amazing concentration
- Repeat an activity they were interested in
- Be orderly
- Prefer work to play
- Prefer didactic materials to toys
- Refuse rewards
- Require no punishment

- Enjoy silence
- Possess a sense of personal dignity
- Become independent

Topic: 215 – Maria Montessori: Relationship to Current Issues

Montessori's research was not only valuable in her times, but even today; it is very much relevant to the current issues in schooling and education of the young.

Multiple literacies

Justice, equality & democracy are a part of learning along with reading & writing.

Humanistic Education

- Open classrooms
- Status of equality between teacher and students

Freedom, emancipation and equality in schools

- In recent years, attention has been focused on the need for freedom and equality in schools.
- Montessori Method gave children equal importance.
- They were all 'heard'
- Children can be freed and guided towards making sound decisions at the same time.

Observation

- In today's classrooms, observation of students is considered a respected method for classroom research.

Modern school furniture

- Montessori's recommendations for classroom furniture are widely used in today's classrooms due to health issues.

Topic: 216 – Maria Montessori: Learning to Write & Read - 1

Refusal to teach Reading & Writing

Initially, Montessori refused to teach writing & reading at a younger age due to contemporary thinking that it was necessary to begin as late as possible.

Introduction of writing & reading

- Montessori finally gave in due to the pleading of illiterate mothers.
- Montessori found out that if you teach them to read and write at a younger age, it would save them a great effort in the elementary school.

Experiment: Seeking a Rational Method

- Montessori wanted to find a rational method of teaching writing.
- She found a more rational method based on clear language.
- Observed that spoken language began at birth as a natural function.
- Observed that every infant created his mother tongue by himself.
- Emphasized that language development was not taught but was natural and spontaneous.
- Infant's thought was fixed by one word – a *noun*
- Child had a greater understanding of language than his power to use language.

Topic: 217 – Maria Montessori: Learning to Write & Read - 2

Writing & Spoken Language

- Montessori believed that there was a clearly a link between handwriting and spoken language.

Discovery of Sandpaper Letters

- She used wooden alphabets earlier, but in the absence of these, she traced & cut out sandpaper letters, which proved useful as they became a guide for children to control movement as they traced a letter shape.
- Sandpaper letters were used to introduce the alphabet to children.

Metal Insets

- Geometric shapes placed within a metal square frame.
- Taking one inset and its frame, a square piece of paper, the exact size of the frame and two contrasting coloured pencils, she demonstrated in silence the use of one frame to one child who then repeated the exercise.
- This prepared the child's muscular mechanisms by holding and manipulating the pencil by drawing parallel lines within the geometric figure, trying not to pass outside the contour.
- The metal inset exercise proved extremely useful for establishing the muscular co-ordination necessary for the management of the instrument of writing.

Topic: 218 – Maria Montessori: Learning to Write & Read - 3

Beginning Handwriting

- Handwriting was quickly learned because only those were taught who showed a desire for it.
- All the children in the first Casa were interestingly interested in writing at 4 years of age, some at 3 ½ years.

Development of Personality

- Preparing for handwriting through tracing sandpaper letters had an educational value of preparing oneself before trying and perfecting oneself before going on.
- Handwriting contained an educative concept, teaching the child prudence to avoid errors, dignity to look ahead and guide him to perfection, and humility to make him strive to do better.

Beginning Reading

- Children practiced reading words mechanically before reading 'logical' text.
- Between 4 and 7 years, children were word lovers and understood words.

Oral Reading

- Montessori stressed that the child who begins to read by interpreting thought should read mentally.

Topic: 219 – Maria Montessori: Mathematics

Montessori placed great emphasis on mathematics.

Counting

- Observed that typical children very easily learn numeration which consists of counting objects.
- Focused on materials for the introduction of counting.
- Observed the many opportunities in daily life when children could count objects in their immediate environment.

Introduction of Money

- Introduced cardboard substitutes of money so that children could learn to make change.

Materials Used to Introduce 0-10

- Number rods
- Spindle box
- Small cubes & number cards
- Sandpaper numerals

Number Rods

- Painted in red and blue divisions measuring 10 cm. from 1 to 10

Spindle Box

- The spindle box was used to place the correct number of spindles placed in compartments 0 to 9

Small Cubes & Number Cards

- Small cubes and number cards marked 1 to 10 would be set out in an orderly manner.

Sandpaper Numerals

- Sandpaper numerals were used in preparation for written examples and a brief explanation of how to use the number rods.

Directress's Role

- There were so many opportunities to work with numbers in practical ways in daily life that it was left to the directress to use these for addition, subtraction, multiplication, division and other mathematics.

Topic: 220 – Maria Montessori: Teacher Training

Need for teacher training

- Montessori was able to repeat the successful results enjoyed in the first Case dei Bambini by providing exactly the same learning conditions for children in the second Casa.
- She realized that teacher training was essential as she could not be everywhere to ensure the same kind of learning environment.
- She felt that teachers needed to be trained as directresses rather than traditional instructors.

First Training Course

- First teacher training course was planned in 1909 for the fifth Casa that was established in a prior Italian-Swiss orphanage.
- 100 potential Montessori directresses attended.

Training Course Lectures

- Montessori's educational philosophy.
- Teachers as observers (researchers) of free children as individuals.
- The classroom (a prepared environment) was a laboratory.
- Principles of Scientific Pedagogy with individual children as case studies.
- Demonstrations of how children taught themselves (local children used).
- Spontaneous self-development of individuals.
- Establishment of scientific child psychology.
- Demonstrations by Montessori with local children in how to put her method into practice including presentations of Three Period Lessons.

Topic: 221 – Maria Montessori: Global Teacher Training

- There were reports of several countries opening Montessori schools, and everywhere there was a desperate need for teacher training.
- Montessori travelled extensively giving lectures, speaking at conferences, writing articles and books while conducting the teacher training courses herself all over the globe.

Switzerland

- Among the very first nations to manifest interest was Switzerland, largely through the endeavours of Teresina Bontempi and the University of Geneva.
- University of Geneva invited Montessori to demonstrate her method in person with a group of young children, in the presence of its teaching staff.

Rome

- Because of the great demand for teacher training, Montessori gave up everything else to do all teacher training herself and planned two teacher training courses in Rome in 1910.
- One of the greatest difficulties Montessori faced was how to encourage new teachers to put her principles into practice, to follow her experiment and to procure same results which is why she decided to do all training personally, thus travelling extensively.
- Her methods of training teachers globally are subsequently discussed.

Presentation of materials

- Full explanation of didactic materials and their demonstration.

The three-period lesson

- Introduction of the rough and smooth boards and the color tablets.

Characteristics of the three-period lesson

- Brevity (teacher used few words)
- Simplicity (spoke only the truth)
- Objectivity (child concentrated on the materials being demonstrated)

Topic: 222 – Maria Montessori: Planes of Development - 1

Montessori's main aim was to help each child's natural development.

The Four Planes

- Absorbent Mind: Birth to 6 years
- Conscious Mind: 6 years to 12 years
- Abstract Thinking: 12 Years to 18 Years
- Adulthood: 18 years to 24 years

- These cycles or planes of development became the basis for multi-age grouping of children in Montessori education.

- Children on the same plane of development were placed in cycles (multi-age), remaining together for approximate three years.

Absorbent Mind (Birth to 6 Years)

- ***Infancy:*** **Birth to 3 years (Infancy)**

- Most rapid period of development
- Sensitive period
- New born recognised as a 'psychic embryo'
- First care of the new born baby must be a care of his mental life.

- ***Early childhood:*** **3 years to 6 years**

- Unconscious absorbent mind
- Normalization
- Two natures of childhood (Deviant & normal)

Childhood (6 to 12 Years) Conscious Mind

- A different child who presents characteristics different to those he exhibited during preceding years.

Topic: 223 – Maria Montessori: Planes of Development – 2

Abstract Thinking (12 to 18 Years)

- The time when abstract thinking develops within the child.

Adolescence (12 to 15 Years)

- Young adolescent needed as much special care as a newborn child.
- Early puberty could be a dangerous time during which mental health needs to be emphasised.
- Very special stage of development.
- Critical age from a psychological point of view.
- Personality development.
- Adolescents become very sensitive to rudeness and humiliations.
- Psychological needs of these adolescents must be addressed.
- They need to live in a stress free environment with no stress on examinations.

Adolescence / Youth (15 to 18 Years)

- These years are calmer where students are better able to study than during the first period of adolescence.
- Final period of development before adulthood.
- Not to be treated like children or else bitter, rebellious feelings may arise.
- Serious study could be taken up by those who wished to enter the university.

Adulthood (18 to 24 Years)

- The age where a child has become an adult and is perfectly capable of choosing whether he or she wants to continue further education or do something else with his or her life.

Topic: 224 – Maria Montessori: Developmental Curriculum - 1

- Montessori made numerous changes in the curriculum.
- Curriculum ought not be what adults thought it should be, rather it should be based upon the interests of individual children who were interested in everything.
- All learning was aimed to help and promote the development of the child.
- The fact that children thought differently at each plane of development was to be considered.

Expected Capacity

- Montessori discovered that small children were able to do things far above their expected capacities.

Experiment

- Experimented by putting more and more challenging material into the stage 1 (3-6 years) curriculum and discovered that children readily accepted everything if it was presented in an acceptable manner suited to the child's psychology.

3 Years

- At 3 years, children were introduced to all branches of culture: Language, Mathematics, History, Geography, Science, Art and Music.

Materials

- Materials weren't the curriculum; rather it was the interest of the children that decided the curriculum.

'We must enlarge the syllabus, thus enlarging the mind'

Montessori

Topic: 225 – Maria Montessori: Developmental Curriculum – 2

Imagination, fantasy and creativity

- Imagination had a sensory base as well as a solid foundation with sensorial materials and was invaluable for children to learn anything that was not within sight

- It helped each child to understand any topic based on reality, that is, truth

'Imagination is a tool to discover truth'

Montessori

Importance of Imagination

- It is a higher mental function
- It helps children develop mentally
- It has a role in creative aspects of science and art

Types of Imagination

- Creative imagination in science was extrapolation from truth.
- Creative imagination of art was extrapolation from the senses.

Fantasy confused with imagination

- Fantasy must not be confused with imagination.
- Fantasy confuses child and impedes development.

Creativity

- Creativity is 'in reality a composition and no man could say that man creates artistic products out of nothing'.
- Montessori devised sensorial materials to help refine the senses for the development of creativity.

Topic: 226 – Maria Montessori: Prepared Environment

Montessori always stressed the importance of a 'correct' environment

'The prepared environment: a plan for allowing children to develop according to natural laws'

Montessori

Montessori Environment

- Each prepared environment should only have one set type of material
- One piece of each material enables the child to reduce his mind to order
- Orderliness, hygiene & attractiveness of the furnishings
- Environment must have a calming effect on children
- Use of natural wood materials
- There should be no objects to distract children's attention
- Bare floors
- Few tables & chairs of different sizes to accommodate all children
- Soft pleasing colors

Topic: 227 – Maria Montessori: The Montessori Directress

- Directress was a newer model of a teacher
- Considered a part of the environment
- Required to prepare herself spiritually through self-analysis

Role of Directress

- A valet – to serve the spirit
- A custodian of the environment
- A facilitator of learning
- A caretaker of children
- An observant scientist
- A researcher
- Must be interested in spiritual and social development of children
- Must be able to remain calm always
- Must change children's tasks in schools from 'drudgery to joy'
- Must be able to remain passive much more than active

Preparing the environment

- Practical life
- Sensorial education
- Language
- Mathematics
- Culture

Topic: 228 – Maria Montessori: Parents Involvement & Home Environment

Home, school and society must combine in the education of the child'

Montessori

Parent Involvement

- Parents play a very important role in a child's education.
- Montessori believed in the union of the family and the school in the matter of educational aims.
- Mothers were allowed to visit the classroom at any time to observe.
- Idea of collective ownership of school by parents & teachers was promoted.
- Teachers must be available to parents for regular discussions of their child's development.
- Child psychology in education was discussed with parents.

Home Environment

- No set homework was given so child could be left to parents discretion at home.
- Parents were asked to complement the Montessori classroom at home by implementing its principles.
- Parents were discouraged from practicing prizes and punishments activity.
- Montessori helped parents understand the sensitive periods of the child.

- Montessori emphasized on a harmonious relationship between the family, child and the teacher.

Topic: 229 – Maria Montessori: Criticism

William Kilpatrick

- Chief critic
- Claimed that Montessori had nothing new
- His criticism made Montessori loose numerous supporters in the United States.

Montessori's Defense

- Montessori never claimed to have produced a theory.
- She acted on what children revealed to her through observation.

Criticism of the prepared environment

- A prepared environment is artificial.
- One cannot decide which prepared environment is best.

Beryl Edmonds

- Argued that by showing a child how to use materials the teacher is imposing the method and is 'teaching'.

Nancy Rambusch & Beth Stubbs

Despite her emphasis on creativity, Montessori was criticized by Rambusch & Stubbs for neglecting creativity, observing an absence of material for dramatic and imaginative play.

Topic: 230 – Democratic Education: Introduction

Need for Democratic Education

- Today, the developed world at large believes in democracy as the preferred form of government.
- It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

Democratic Schools

- Democratic schools are generally based upon a notion of genuine participatory democracy, practiced everywhere throughout society, with all ages of people.
- According to the proponents of democratic education, young people ought to have the power (and responsibility) in the schools where they spend so much of their lives.

Democratic Environment

When individuals are bound by limitations, expectations or rules they had no part in establishing, then they cannot be said to live in a democratic environment.

'All those who are affected by social institutions must have a share in producing and managing them'

John Dewey

The ideology of participatory democracy, especially when practiced in schools, is often considered dangerously radical by a vast majority of educators, policymakers & parents.

Topic: 231 – Democratic Education: Forms of Democracy

Along with the cultural, social, and economic factors shaping contemporary public education, specific goals and their programmatic implications are intertwined in three partially overlapping forms of democracy

- **Institutional Republicanism**
- **Popular Democracy**
- **Deep Democracy**

Each of these forms of democracy embodies general American cultural values (e.g. liberty, equality, and justice; free expression and tolerance for competing ideas; the rule of law). All three democratic forms support specific institutional arrangements (e.g. power sharing among legislative, executive, and judicial branches; free and frequent elections; majority rule with minority rights). All three forms promote universal education as necessary for effective citizenship.

Topic: 232 – Democratic Education: Institutional Republicanism

Institutional Republicanism understands the Constitution as establishing a republic with a limited representative government. Public education is understood as necessary to support government-centred institutions. The focus is on preparing citizens for orderly civic participation centred on obeying the law and voting in national, state, and local elections. Public education's role is primarily one of promoting *social stability* to ensure political continuity and economic growth

Young people are to acquire the knowledge, skills, and dispositions necessary for informed and responsible consumption of material goods (economic productivity) and non-material civic benefits (individual rights)

Topic: 233 – Democratic Education: Popular Democracy

- **Popular Democracy** emphasizes broad and active involvement in civic life that goes beyond dutiful voting in periodic elections.
- Public education is needed to ground young citizens in democratic values (especially equality and social justice) and to inform them about central institutional structures and processes.
- Education must also include critical analysis of contemporary ideas, conditions, and events.
- Interwoven with instructional efforts to shape social stability are programs designed to promote *social mobility* to overcome persistent structural barriers to status and opportunity.
- Young people are prepared to move through critical awareness toward principled action.

Topic: 234 – Democratic Education: Deep Democracy

- **Deep Democracy** advocates full participation in all aspects of social and civic life---not only those conventionally identified as 'political'.
- Beyond the teaching of core democratic values and dominant institutional arrangements, public education is to provide direct experience with practices of collective civic engagement.
- Young citizens are to enact complex processes of teaching / learning that lead to deliberative competence, social imagination, and inclusive participation in *social transformation.*
- Deep Democracy and its educational imperatives have yet to be widely established and sustained.
- Confronted with fundamentally non-democratic social structures, civic education for Deep Democracy faces formidable resistance.
- Civic educators must address tensions between the instructional requirements of individual vs. social learning along with recognition of private achievement vs. collaborative accomplishment.

Topic: 235 – Democratic Education: Vocation

'An occupation is the only thing which balances the distinctive capacity of an individual with his social service'

John Dewey

A very important part of democratic education according to Dewey was the inclusion of the vocational factor.

- Traditionally, liberal culture was linked with ideas of leisure, purely contemplative knowledge and a spiritual activity.
- Vocation was not given any importance at all.
- Vocation, in this context means a direction of life activities that are important to the individual due to the resulting usefulness to self and associates.
- The opposite of a career is neither leisure nor culture, but aimlessness, which democratic education hopes to remedy.

Topic: 236 – Democratic Education: Criticism

Democratic education has certain vocational aims which are a continuation of its educational aims.

Dependence of Children

Children at a young age are incapable of doing many things, thus they require authoritative figures to guide and direct them.

Lack of Authority

Society as a whole needs to reestablish the value of authority, while nevertheless empowering and educating students according to their way.

Extreme Philosophy

Critics believe that democratic education is an extreme philosophy where students have all the rights and teachers have none.

Learning

Children left to their own devices will never voluntarily learn anything challenging or worthwhile.

Self-directed?

Critics raise the important question of whether democratic education is really self-directed or not.

Tyranny of Majority

Democratic education would mean that every student has to suffer through core curriculum that would stifle the individualism of students.

Topic: 237 – Classical Education: Introduction

Martianus Capella was the person who introduces us to classical education movement in the middle ages. This was the time when Roman empire flourished and has reached North Africa. But during the 5th and 15th century, we see the fall of Roman empire (The age of Discovery)

- Initiated the classical education movement during the Middle Ages.
- Developed the curricula and pedagogy of classical education.

Classical Education Movement

The classical education movement was aimed at an education system based in the traditions of the western culture.

The Seven Liberal Arts

Classical education depends upon a three-part process called the Trivium and a four-part process called the Quadrivium.

The Trivium

The Trivium or the three-fold way constitutes of

- Grammar

- Logic
- Rhetoric

The Quadrivium

The Quadrivium or the four-fold way constitutes of

- Arithmetic
- Music
- Geometry
- Astronomy

Topic: 238 – Classical Education: The Trivium

Developmental Stages

- Grammar
- Logic
- Rhetoric

The trivium covers elementary through high school ages.

Learning

Trivium-based education organizes learning around the maturing capacity of a child's mind by using teaching methods and materials specific to each stage of development.

Insights for Pedagogy

- Every discipline has a grammar (i.e. , a set of rules and vocabulary to explain those rules), a logic (organizing principles and standards for evaluation), and a rhetoric (its stories, discourses, and its applications).
- Any topic can be taught in a way that includes its grammar (what is there – factual knowledge), its logic (cause and effect, scope and sequence, and rationale), and its rhetoric (implications).
- Children develop in stages, thus the pedagogy must be tailored around each stage.

Topic: 239 – Classical Education: Grammar Stage

K-5th Grades

- The grammar stage is the first few years of schooling typically from k to 5th grades.
- These are the years in which the building blocks for all other learning are laid.
- Young children have a natural fondness for memorization and repetition.
- Children at this age actually find memorization fun.
- The mind is ready to absorb information.
- Students begin by learning the fundamental facts and rules of each subject, including Latin.
- During this period, education involves not self-expression and self-discovery, but rather the learning of facts.
- Rules of various disciplines are learned.
- Teaching methods such as singing, memorizing, chanting, and recitation are emphasized.
- This stage puts together the basic building blocks for the second stage of education.

Topic: 240 – Classical Education: Logic

6th – 8th Grades

- Also known as the dialectic stage.
- This stage typically lasts from 6th to 8th grades.

- By fifth grade, a child's mind begins to think more analytically.
- Middle-school students are less interested in finding out facts than in asking 'Why?'
- Brings the grammar of disciplines into ordered relationships.
- During this time, children's capacity for abstract thought expands rapidly.
- Children become attracted to argumentation and abstract ideas.
- They are taught how to analyze, reason, question, evaluate and critique.
- Logic, the art of arguing correctly, is taught as a core subject.
- The introduction of formal logic shifts the focus from mere facts to understanding relationships.
- Students learn to reason as they identify critical assumptions, logical fallacies and inconsistencies.
- It is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

Topic: 241 – Classical Education: Rhetoric

9th to 12th Grades

- This stage typically lasts from grades 9th to 12th.
- It builds upon the first two stages of grammar and logic.
- At this point, the high school student learns to write and speak with force and originality.
- Student advances in his or her abstract thinking and begins to express his opinions about himself and the world.

Effective Communication

- Debate, apologetics, speech, essay writing, and drama are emphasized during this stage as a means to equip students as effective communicators.
- The student of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, and elegant language.

Preparation for Specialization

- Students also begin to specialize in whatever branch of knowledge attracts them.

Activities

- These are the years for art camps, college courses, foreign travel, apprenticeships, and other forms of specialized training.
- The rhetoric stage is built on a foundation of accumulated knowledge and is the capstone of the trivium.

Topic: 242 – Classical Education: The Quadrivium

- The Quadrivium followed the preparatory work of the Trivium.
- The Quadrivium is expected to be the preparatory work for the pursuit of philosophy.
- The Quadrivium in its modern day application may be considered the study of numbers and its relationship to physical space or time.

Arithmetic

- It is the study of number itself
- Study of the pure number outside of time and space
- Study of numeric patterns

Geometry

- It is the study of number in space
- Study of the stationary number

Music

- It is the study of number in time
- Study of the applied number
- It studies the proportions between the music intervals

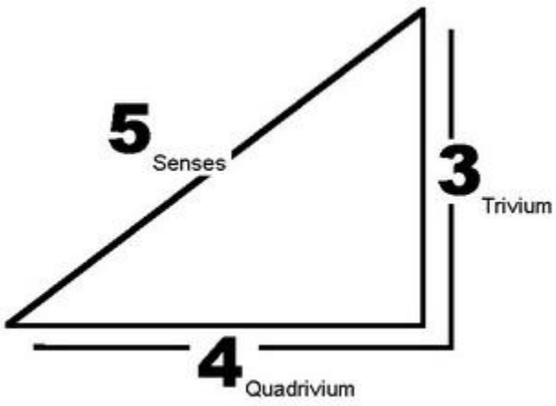
Astronomy

- It is the study of number in space and time
- Study of the moving number

Topic: 243 – Classical Education: Aims of Education

- The ancient and medieval scholars started their educational program by defining the end goal — the study of philosophy and theology.
- They understood that students must work through the Trivium and Quadrivium as preparation for these higher orders of thought.
- Moving from the Trivium to the Quadrivium, Classical educationalists hope to sharpen the abilities of maturing wise students who are thoroughly preparing for their university studies.
- Classical education is focused on presenting information and skills in a logical sequence at an age-appropriate time, thoroughly and continuously preparing students to progress to higher levels of thought.
- The unity of the seven liberal arts and their proper study aims at producing an individual with a harmonious and well-ordered soul who would reason well, judge rightly, and live virtuously.
- Classical education hopes to contribute to the formation of a generation of leaders who are life-long learners, educated and articulate citizens who are capable of understanding complex issues, discerning noble choices, and living virtuously in service to others.

Topic: 244 – Classical Education: The Trivium Method of Thought



The Trivium and the Quadrivium are often presented in a Pythagorean triangle which represents the human way of knowing.

- Any observation enters our mind through the 5 senses.
- Then we use our mind and apply the Trivium and the Quadrivium in order to process the observation.

This process consists of several steps which enable us to understand how the observation relates to what we already know, how we can explain this new piece of information to others and how we can store it in a methodical way.

Within the process of seeing, conceptualizing and speaking it is important to be aware that the created concept about how we think reality is, does not equate reality as it really is.

Emotions vs. Logic

Aristotle who is considered to be one of the originators of the ideas behind the Trivium stated that an educated man should be capable of considering and investigating any idea or concept thoroughly without necessarily embracing or dismissing it.

'If during any discussion it becomes obvious that the other person is emotionally involved regarding a particular subject matter, then it is impossible to have a rational discussion based on the Trivium with them'

Aristotle

Any emotional attachment to a particular belief blocks any kind of rational or logical argumentation.

Topic: 245 – Classical Education: Criticism

Joy of Learning

- Many critics believe classical education to be too formal.
- They believe it makes learning a chore rather than a joyous activity.

Knowledge Transmission

- Classical education is often seen as transference of the accumulated knowledge of the society to its youth.
- Critics believe that education should be more than just the transmission of knowledge.
- They question whether classical education imparts wisdom.

Individuality

- Classical education is criticized because it fails to satisfy the individual needs, interests and capabilities of students.

Education for Virtue

- Most classical educationalists or philosophers focused on education as a way to make the student virtuous.
- Critics point out that education should be for the mental development of a person and that the soul or its virtue should have nothing to do with education.

Topic: 246 – Home-schooling: Introduction

Oldest Education System

Homeschooling is the oldest and most ancient educational philosophy. In times before formal schooling started, some children were sent away to study with great philosophers and thinkers, however, most children learned life skills from their parents, while staying at home.

Life Skills

Parents from centuries ago taught their children to cipher, build, and create the tools necessary for day-to-day living.

Meaning of Education

- Education had a different meaning in ancient times.
- Soft skills (marketing, leadership, finance etc.) weren't sought, rather hard skills (crafts, pottery, carpentry etc.) were though essential to live a successful life.

Specialized Tasks

- Specialized tasks such as hunting, sewing, tailoring etc. were learned either from parents, or from extended family members and neighbours.

Topic: 247 – Home-schooling: Compulsory Attendance

Massachusetts

In 1852, when public schooling had already become quite common Massachusetts (USA) became the first state to pass a compulsory attendance law.

Compulsory Attendance

The law included mandatory attendance for children between the ages of eight and fourteen for at least three months out of each year. Other states soon followed suit and by 1918, the whole country

had endorsed the compulsory attendance law. Other states soon followed suit and by 1918, the whole country had endorsed the compulsory attendance law.

No Child Left Behind

- This act was passed in 2001 as a reauthorization of the ESEA act.
- It focused on standardized testing for students all over the country.

Global Picture

Due to the popularity of these laws and acts in the United States, many other countries started adopting similar laws, making education more accessible to students worldwide. Today, most countries in the developed world have some sort of the law regarding compulsory attendance of all minors.

Exemptions

Exemptions to compulsory attendance law are given in various states when a child either attends a private school, or is instructed at home for a certain number of hours daily.

Topic: 248 – Home-schooling: The Homeschooling Method

Different Methods

Homeschooling parents take on numerous different approaches to teaching their children as one approach may work wonderfully with one child, but not so much with the other.

Miniature Schools

- Some parents use exactly the same methods that are being used in public schools.
- They have small in-home classrooms and schedules.
- They even have scheduled tests and grading systems.
- Their stance is that personal supervision by themselves would make all the difference.

Unschooling

- Some homeschoolers follow Holt's approach, allowing children to become excited about their surroundings and to learn through exploration and discovery.

The Middle Way

- Most homeschooling parents decide to take the middle road, allowing children the flexibility to follow their interests while providing structure where necessary to ensure that the child is learning the basics.

Topic: 249 – Home-schooling: Why Homeschool? - 1

An important question to raise here is, 'why homeschool' when an easier alternative of traditional schooling is so readily available these days or why there is a need for an alternative learning system?

Many families decide to homeschool their children for the following reasons:

Lack of Confidence in the Educational System

- Many parents believe they can provide better education then any public or private school.
- Parents did not think that the academic standards of the schools were satisfactory.
- Parents were unimpressed with the learning environment of schools, or the lack thereof.

Religious or Spiritual Beliefs

- Parents feel that religion has fallen to a distant second place in a school education.
- Some religions dictate rules or beliefs that are best adhered to or met in a homeschool setting.

Topic: 250 – Home-schooling: Why Homeschool? - 2

Special Needs

- A child with special needs may thrive in a homeschool environment.
- These special needs may be specific to learning style, development level, or overall physical health.
- These children may require more or specialized attention, instruction, and interaction from a teacher within a conventional classroom.
- Often, these children will find a tailored homeschooling curriculum to be a key to educational success.
- Parents who are already aware of and in tune with these special needs will have a head start in finding the precise learning style of their child with special needs.

Topic: 251 – Home-schooling: Why Homeschool? - 3

Parenting Philosophy

- Parents believe that they can better foster desirable character traits and morals in their children than might be encouraged in a conventional school.
- Through homeschooling, parents hope to instill their personal morals and values in their children.
- Many of these parents feel that the philosophies of the schools and staff do not complement their own family and parenting philosophies.
- These parents may also feel alienated by a failing school system or by a difficult environment on the school's campus.

Unattainable Private Schooling

Many parents who prefer private schooling over public schooling chose to homeschool in case of inability to send their children to private schools due to various reasons.

Other Reasons

- Transportation & convenience
- Inaccessibility of schools
- Behaviour problems of children
- Concerns over safety

Topic: 252 – Home-schooling: Learning Styles - 1

Homeschooling philosophy is based on the fact that different people have different learning styles, thus different teaching methods must be employed if learning is the objective.

Learning Style

A learning style is a method of perceiving and processing information.

Physical

- The physical or kinesthetic learner can be identified through his or her restlessness.
- These learners think best while on the move.

Intrapersonal

- Intrapersonal learners are usually shy and introverted.

- They think better when allowed to focus completely and independently.
- Intrapersonal learner excels when learning new information via self-paced activities or independent projects.
- They prefer to do things alone rather than as part of a large group.

Topic: 253 – Home-schooling: Learning Styles - 2

Interpersonal

- Interpersonal individuals are often described as social butterflies.
- These learners enjoy group activities and relish the time spent sharing ideas.
- They are always anxious to help.
- Interpersonal individuals would always volunteer for anything that would allow them the opportunity to interact with others.
- These learners cooperate with others and enjoy researching and performing tasks with small groups of people, rather than independently.

Linguistic

- Language is important to the linguistic learner.
- The linguistic learner has a wonderful vocabulary and will use it in both written and spoken language.
- This leaner will almost always be found with a book.
- These learners enjoy giving speeches and oral reports almost as much as they enjoy reading and creative writing.
- Linguistic learners gain a lot of knowledge simply by listening to lectures, reading textbooks, and trading anecdotes.

Topic: 254 – Home-schooling: Learning Styles - 3

Mathematical

- Mathematical learners thrive in logic.
- These learners understand and follow rules, often to the letter.
- They have a keen understanding of mathematics, numbers, and patterns.
- They enjoy brain teases and math puzzles.
- These learners benefit most by experimenting and using statistics and calculations.

Musical

- These learners simply feel musically.
- They sing and hum all the time.
- They hear and understand melodies in the world around them.
- Music is often linked to Mathematics.
- It is a sort of study of numbers in time.
- These learners understand the mathematics in the musical rhythm.

Visual

- Visual learners are doodlers and artists and everything in between.
- They have a keen understanding of colour and lines.
- Pictures, images, and art appeal to these learners.
- The visual learner enjoys painting, graphing and creating maps.
- Drawing charts, creating diagrams, using colours and spatial relationships gives understanding to the lessons they are learning.

Topic: 255 – Home-schooling: Identifying Learning Styles

- These were some of the general learning styles.

- Homeschooling parents must understand that their child's learning style might be one of these, or a mix of two or more of these styles.

Best Suited Methods

- By identifying the learning style(s) that best suit a child, parents would possess the information that allows them to proactively find the methodologies to help children on the path of successful learning.

The Struggling Child

- Often, children struggle in the classroom, and the teacher is unable to identify the reasons as they have more than a few children to teach.
- By undertaking their education themselves, parents are in a better position to identify their learning style and find activities or a combination of activities that may work well with that child's individual learning style.

Homeschooling parents must be able to understand what method of learning best fits the needs of their child, whether they write down facts, whether they draw images or whether they remember best by talking about a scenario.

Topic: 256 – Home-schooling: Homeschooling Laws

- No single aspect of homeschooling worries new homeschoolers than its legality.
- There are laws regarding education of children in all western, and many eastern countries.

Parental Discretion

- Until the wide success of the common school movement in the latter half of the nineteenth century, education was primarily a matter of parental discretion.
- Parents decided what their children needed to learn to become competent adults.
- They decided whether to teach their children at home or to allow apprenticeship for vocational training.
- It was up to the parents to decide whether and if their children had any formal education.

Universal Free Public Education

- With the advent of free public education, came compulsory attendance statutes and truancy regulations.

Topic: 257 – Home-schooling: Homeschooling Laws

Limiting State Control Over Education

- The 1920's stood witness to the leading major court cases limiting the power of government to control education.

Nebraska

- A Nebraska statute forbade teaching of foreign languages before completion of grade eight.
- The rule was changed by the Supreme Court, declaring that a teacher had a right to teach and a student had the right to learn, and the parents had the right to determine what their child should be taught.

Oregon

- The Oregon state required by law that all children attend public schools.
- Private or home schooling was illegal.
- In 1925, the Supreme Court changed the rule.

'The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations'

After these rulings, people in other states also started challenging the power of the state and acquired rulings of their own allowing them to have power over the education of their children.

Topic: 258 – Home-schooling: Common Homeschooling Laws - 1

Most commonly addressed issue by the governments in cases of homeschooling are subsequently discussed.

Notification

- Many countries require families to notify their local department of education or the local authorities of their intent to homeschool their children.
- Some countries or states require notification only for children who are leaving school, rather than ones who have been homeschooled from the beginning.

Parent Qualification

- Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

Attendance

- Attendance in some form or the other is required in all countries that enforce education.
- Some require compulsory attendance at schools, others specify number of days required of homeschooled children to be studying at home.

Topic: 259 – Home-schooling: Common Homeschooling Laws - 2

Proficiency

- Children are expected to demonstrate a certain level of proficiency in a variety of subjects to be considered educated.
- Different states and countries have different laws regarding proof of a child's academic aptitude.

Evidence Presentation

- Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Standardized Testing

- At various grade levels, in different states, in order to prove their academic proficiency, homeschooled children are required to take state prescribed standardized tests.
- The frequency and format of these tests varies from state to state in the USA, and in other countries that require standardized testing.
- The most frequent subjects tested are reading, writing and mathematics.

Topic: 260 – Home-schooling: Common Homeschooling Laws - 3

Private School Status

- Some states or countries consider homeschools as private schools, thus homeschools fall under the private school regulations.

Subjects and Curriculum

- Countries may or may not list specific subjects for homeschoolers to study.
- Some countries require the same curriculum as public schools.
- Contact with Local School District.

- Many countries require homeschoolers to maintain some sort of contact with the local school district personnel.

Record Keeping

- Some countries require homeschoolers to maintain records of attendance, progress reports, summaries of curricula and textbooks, reading logs, test results, sample writings etc., while other don't.

Special Needs

- Some countries specify homeschool guidelines for children with special needs such as autism or attention deficit hyperactivity disorder.

Topic: 261 – Home-schooling: Socialization - 1

- One of the biggest issues prospective homeschoolers face is that of socialization.
- Homeschoolers always have to justify their children's academic achievement in contrast with social adjustment.

Socialization

- The word socialization holds a different meaning for different people.
- By socialization, some mean social activity, others mean social influence, and yet others mean social exposure.
- Socialization is often defined by homeschoolers as the process whereby people acquire the rules of behaviours and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society.

Natural Phenomenon

- Homeschoolers argue that this process of socialization is a naturally occurring phenomenon as children take part in daily routines which immerse them directly in the values of their community.
- This process largely involves parent involvement and interaction with other family members, peers, neighbours, friends of the family, books, television, coaches, counselors, religious leaders, etc.

Individual Understanding

- Children themselves actively participate in this process as they interact with others in a reciprocal way, and as they form their own unique understandings of the social world around them.

Importance of School

- Homeschoolers argue the importance of in the presence of these plentiful agents of socialization.

Topic: 262 – Home-schooling: Socialization - 2

Homeschooling parents often criticize the effects of negative socialization that schools have on the behaviour of children.

Passive Conformity

They describe conventional schools as rigid and authoritarian institutions where passive conformity is rewarded.

Hostile Peer Interactions

Homeschoolers also criticize the hostile or often manipulative peer interactions that take place in a school environment.

Ideological and Moral Climate

Another point of criticism that homeschoolers find is the moral climate of the school environment, which often does not match with the family ideology and morals.

Individuality and Self Esteem

- Homeschooling parents argue that such social interactions can often stifle a child's individuality and harm his or her self-esteem.
- They argue that such an environment can very easily make children dependent, insecure, and even antisocial.

Social Environment

In fact, many homeschoolers make the social environment of the school the very argument to shift from traditional schools to home schools.

Classmates as Teachers

Moreover, homeschoolers argue that if the goal of socialization is to produce adult social skills, it makes little sense to use classmates as teachers.

Topic: 263 – Home-schooling: Political Environment

- Another major concern that educationalists and socialists have regarding homeschooling is its power to affect the political environment.
- Opponents of the homeschooling movement have voiced concerns over its growing acceptance in the popular culture, and how its expanding voice on the political front.

Home schooled Citizens

- Critics fear the kind of citizens that homeschooling would produce.

Democracy in danger?

- They argue that homeschooled children may very well grown up to be anti-democracy, as their familial political ideology would be predominant.

Religion

- They worry that these homeschooled individuals may turn out to be religious fanatics which may endanger the social fabric of the community.

Pluralism

- Critics fear a pluralism that may not allow the peaceful coexistence of different interests, convictions and lifestyle of these homeschooled individual in a community.

Topic: 264 – Home-schooling: Career

- Critics often argue that homeschooled individuals have very limited career prospects.

Mainstreaming

- However, many homeschooling parents wish to mainstream their children after their grade school education is complete.
- Many of these homeschooled children go on to study in colleges and universities and acquire formal education at a higher level, thus making them 'market worthy'.

Acceptance

- More and more universities accept applications from homeschooled students, as they find them to possess a passion for knowledge, independence and self-reliance which makes them excel in intellectually challenging programs.

Other Career Options

- There are other work options that do not require a college or university degree, and many homeschooled individuals opt for such career choices as well.

Business

- Homeschooled individuals can become very successful entrepreneurs as having your own business does not require a qualification; it requires skill which is often learned through experience and understanding rather than at school.

Vocation

- Homeschooled children can learn skills for a particular profession in addition to the traditional curricula and go on to adopt that profession in their adult lives.

Topic: 265 – Home-schooling: How to Home-school?

- Homeschooling is a flexible pedagogical philosophy.
- Parents can choose what approach to take while educating their children.
- Since schools rely so heavily on text-based instruction, we tend to forget that there are plenty of other ways to acquire knowledge.
- A homeschooled child who has not yet learned to read can watch TV and videos, have informed conversations with family members, ask questions, and acutely observe everything surrounding them.
- For younger children – those about nine or ten years old – the emphasis is usually on gaining the skills fundamental to further learning: reading and writing, computation, finding information, whether it be in books, on the internet, or from individuals on a personal basis.

Formal vs. Informal

- There are two major kinds of homeschoolers, ones who believe in starting formal learning as early as possible, and ones who believe that formal learning is best delayed until the child is eight or ten or even older.

Formal Learning

- Advocates of formal learning believe that very young children can learn far more quickly and capably than is usually expected of them and to delay such instruction is to deprive them of opportunities to perform at their best.

Informal Learning

- Advocates of informal learning believe that young children are not physiologically ready for formal learning until age eight to ten.
- They suggest that waiting allows children to gain the maturity and logical skills necessary for formal work and prevents them from becoming frustrated and discouraged by attempts to handle material they are simply not yet ready to understand.

Topic: 266 – Home-schooling: The Formal Approach

School-at-Home

This school-at-home, or formal approach means that the education process is the same as at school, except that it is taking place at home.

Parent-Teacher

The parent or parents who are responsible for the education of the child act as a traditional classroom teacher during the study hours.

School Rooms at Home

Homeschooling parents employing the formal approach often specify a room at home to act as a traditional classroom.

School Schedules

Homeschooling parents using this approach also prescribe schedules for their children to adhere by.

Curriculum

Homeschooling parents using this approach strictly follow a school like curriculum in the process of educating their child.

Summer School

Often, these parents incorporate summer school (at home) in their children's schedules as well.

Extracurricular Activities

Like at a traditional school, extra-curricular activities are also an important part of the formal approach to homeschooling.

Topic: 267 – Home-schooling: The Eclectic Approach

School-at-Home

- This is a 'finding what works' approach.
- It is a more relaxed form of education some homeschoolers opt for.

Combination Approach

- It is often a combination of school-at-home and structured unschooling.

Teaching Methods

- Parents play around with different teaching methods, discarding the least effective ones, and employing the ones which their children respond to favourably.

Course Books

- Often, these parents follow course books, but skip around the parts of lesser interest to their child, or try to teach them using a different method.

Schedule

- Schedules are often structured, but can be flexible based on the interest level of the child.

Learner Centered

- The parent and the child discuss the curriculum and decide mutually what needs to be learned.

Topic: 268 – Home-schooling: Freeform Learning

Freeform learning or unschooling is an approach used by parents who are severe critics of the traditional schooling.

Curriculum

- There is a complete lack of a structured curriculum.
- It develops as the days go by, based on the inclinations of the learner.

Schedules

- Unschooling homeschoolers completely do away with a structured schedule, believing that learning can happen at all times, thus it should not be limited to a set number of hours a day.

Classroom

- For unschooling homeschoolers, every place is a classroom, as they believe that their child is learning something or the other all the time, whether it be t the zoo, a museum, or the neighbours house.

Extra-Curricular Activities

- Extra-curricular activities like sports, plays, etc. are often used as a means to make curricular learning happen.

Skill Development

- If the child shows interest in developing a particular skill, it is considered a vital part of his or her education.

Topic: 269 – Home-schooling: Education Law in Pakistan - 1

Constitution

The constitution of Pakistan provides that free education be given to all children of the school going age.

The State shall provide free and compulsory

education to all children of the age of five to sixteen years in such manner as may be

determined by law

(Article 25-A, Chapter No 1: Fundamental Rights)

Right to Free and Compulsory Education Bill 2012

- This bill passed by the National assembly articulated how education should be delivered to children between the ages of 5 and 16.
- Educationalists contended that the provision of a compulsory education was a fundamental right of every children and the bill would ensure better education to the children.
- The bill provides education for all children of the age 5-16 in schools established by the federal government and local government in Islamabad Capital Territory (ICT).
- Under the bill, every child, regardless of sex, nationality or race, shall have a fundamental right to free and compulsory education in a neighbourhood school.

Implementation

- This bill is intended to signal an official commitment to universal literacy, however it is quite useless as the government does not take any further action to implement it.

Topic: 270 – Home-schooling: Education Law in Pakistan - 2

Quality of Education

To ensure the quality of education, uniform syllabus and curriculum across the country must be established, however, provincial government's syllabus and curriculum varies from the federal government, in practice.

Private School Status

No school, other than a school established owned or controlled by the appropriate government, after the commencement of this Act, be established or function, without obtaining a certificate of registration from the prescribed authority.

Private Schools

The private education institutions, according to this law, are also bound to reserve 10 per cent quota for poor children.

Imprisonment and Fine

Parents who would refuse to send their children to schools would be fined with penalty of 25,000 rupees and three month imprisonment.

Child Labour

Addressing the issue of child labour, the bill stated that people who would employ children for labour would be fined with the penalty of 50,000 rupees and six months imprisonment.

Implementation

This bill is intended to signal an official commitment to universal literacy, however it is quite useless as the government does not take any further action to implement it.

Homeschooling in Pakistan

There is no law regulating homeschooling practices in the country.

Topic: 271 – Unschooling: Introduction

John Holt

- The term unschooling was coined by the American educator John Caldwell Holt in the 1970's
- Holt is widely regarded as the father of unschooling

Unschooling

- Holt's unschooling philosophy stemmed from his observation of 1-2 year olds and 10 years old children, and the differences between them.
- Holt advocated learner chosen activities as a primary means for learning.
- He believed that children learn more through their natural life experiences.

Holt believed that learning happens through:

- Play
- Household responsibilities
- Personal Interests
- Curiosity
- Internships
- Work Experience
- Travel
- Books
- Elective Classes
- Mentors
- Social Interaction

Topic: 272 – Unschooling: John Holt (1923-1985)

- Educated at a boarding school in Switzerland and an academy in Massachusetts
- Graduated from Yale University
- Served in the United States Navy
- Joined the World Federalist Movement
- Left it to become a fifth grade teacher
- He observed that there was a marked difference between the behaviours of non-school going children (1-2 years) and the school going children (10 year olds)

Behaviour of 10 Year Olds

- He noticed that the 10 year olds, despite their rich backgrounds and high IQs, were, with few exceptions, frightened, timid, evasive, and self-protecting.

Behaviour of Infants

- The infants at home, on the other hand, were bold and adventurous.

Boston

- He went to Boston.
- Bill Hull (colleague of John Holt)
- Started a classroom observation project.
- One taught while the other observed.
- This observation project became the basis of Holt's research and the resulting philosophy of unschooling.

Topic: 273 – Unschooling: Works of Holt

Wrote some of the pioneering literature on unschooling based on the journal entries and observations of his teaching experience.

How Children Fail

- 1964
- Based on his observation that children love to learn but hate to be taught.

How Children Learn

- 1967
- Writes of his experiences with young children, making an attempt to understand how and why children to the things that they do.

Escape From Childhood

- 1974
- Writes of his experiences with young children, making an attempt to understand how and why children to the things that they do.

Instead of Education

- 1974
- Argues that learning happens naturally through the doing things practically.

Never Too Late: My Musical Life Story

- 1979
- Argues that various abilities of humans are limited, but not as much as we believe.

Teach Your Own

- 1981
- A guidebook of sorts for parents to unschooled their children based on his research and experience.

Topic: 274 – Unschooling: Education

Holt's argued that self-directed, purposeful, meaningful life and work go against the traditional schooling.

Defining Education

Holt defines education as something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know.

Education

Holt portrays traditional education as an evil which cuts students off from active life and is normally done under pressure of bribe, threat, greed or fear.

Skills

Holt criticized the attempt of traditional schooling to separate skills from acts.

Education

Holt believed that education itself was authoritarian and dangerous.

Education as Incurable

Holt argued that the trying to reform the traditional schools only makes them worse rather than more effective.

Topic: 275 – Unschooling: Learning

'Doing' as Effective Education

- By doing, Holt includes actions such as talking, listening, writing, reading, thinking and even dreaming in addition to.
- Holt describes doing as a way of making education more effective, as education's ineffectiveness was a dilemma of his time, as it still is today.

Learning Experiences

- Holt criticizes the commonly held belief about there being two kinds of learning experiences, i.e. experiences from which we learn, and experiences from which we don't learn anything.
- Holt believes that there is no experience from which we don't learn.
- We learn something from everything we do, and everything that happens to us or is done to us.

Interest in Learning

- Holt believed that we are unlikely to learn anything good from experiences which do not seem to *us* closely connected with what is interesting and important in the rest of our lives.

Curiosity

- Holt also maintained that curiosity is never idle, it grows out of real concerns and real needs.

Learning Environment

- Holt suggested an environment where children are not taught, rather they are facilitated.
- There should be no rules, no mandatory attendance, and no structure – just uninhabited learning.

Topic: 276 – Unschooling: Knowledge as Action

Knowledge

- Holt give knowledge a new definition, insisting that 'bodies of knowledge', 'fields of learning' or 'academic disciplines' are inaccurate *'nouns'* assigned to knowledge.

Knowledge

- Holt views knowledge as *'verbs'* which people do.
- Hence, he claims that knowledge is action.
- Knowledge is a process in the minds of the living people.

Division of Knowledge

- Holt rejects the traditional 'divisions' of knowledge, and urges people to view it as a whole.
- Subjects, or fields are simply different ways in which we look at parts of the wholeness of reality and human experience and ask certain kinds of questions about them.

Questions

- History, for example, is the act of asking questions about the past.
- Physics and Chemistry are ways of asking different questions about the non living world about us.

Topic: 277 – Unschooling: Resources for Do-ers - 1

- Holt talks about various resources for people who wish to learn through action.
- He talks of resources that already exist, and about resources that don't exist, but should.

Free Schools

- Free schools that offer courses on a number of different topics that learners may take on their own discretion.
- Beacon Hill Free School, Boston.
- Free schools are a lot like traditional centers of adult education, except that they have the least bit of administrative structure and more diversity.
- Free schools are not built around a political ideology.
- It gives them a broader base in the community.
- Free schools charge no money, therefore they do not need to guarantee anything to students.
- This arrangement makes them the perfect centers of unschooling.
- An important thing to consider is that free schools are not at all costly.
- Students don't pay, and teachers aren't paid.

Criticism

- Critics say that such it is human nature to be selfish and no teacher would want to teach without getting paid in return.

Topic: 278 – Unschooling: Resources for Do-ers - 2

The Learning Exchange

- Established in 1971
- Illinois
- Started by Dennis Detzel and Robert Lewis, then graduate students at North Western University.
- The founders believed that the city of Chicago was filled with people of varied skills, talents, and knowledge to share.
- They believed that every member of the community had something to teach.
- They also believed that many places could serve as 'classrooms' or learning environments, or 'meeting places'.
- They believed that even a telephone could be a meeting place where people could answer questions or have discussions over the phone.

How the Exchange Worked

A person phones if,

a. He or she wants to learn.

b. Has some knowledge or skills he or she would like to teach.

c. Wants to meet other people sharing the same interests.

d. The exchange filed all these phones calls and served as a catalogue for learners and teachers.

Topic: 279 – Unschooling: Resources for Do-ers - 3

Libraries

- The most obvious resource for do-ers is the public library.
- Unlike schools, it does not say we must use it, or that bad things will happen to us if we don't or wonderful things if we do.
- It is simply there, for us to use if, when, and how we want.
- If we want to use it, it does not test us at the door to see if we are smart enough, or claim it is better than other libraries because only the smartest are let in.

Limitations

- Right now the number of things that libraries can help us do is fairly limited.
- This is partly because libraries don't have enough money.
- Though they serve all the people of a community, they have only a tiny fraction of the money given to schools, who serve only a few.

- Until recently most librarians took a rather traditional and limited view of their work.
- Libraries were a place to store books and other written records.

Problems

- Most people, having learned to dislike the things (including reading) they were made to do in schools don't do them any more after they leave school, and so don't use the library.
- Holt believe that libraries should be developed more so they could become an excellent resource for Do-ers.

Topic: 280 – Unschooling: Resources for Do-ers - 4

Commercial Publications

- Holt believed that most commercial publications were, to a greater or lesser degree a resource for do-ers
- Magazines, Do-it-yourself books, etc.

Sports Resources

- Holt believed that sports resources were also essential for a persons education, as we are, by nature, active, playful, and game loving creatures.
- Among outdoor sports resources, Holt has mentioned running, bicycling, skating etc.
- He believed that such activities are an important part of ones learning process as they are also an important part of one's daily routine, e.g. getting from one place to another through walking or bicycling.
- He also mentions many indoor sport resources such as gymnastics, tumbling and squash.
- Board games such as chess also help develop a person's mental capacities, thus becoming another source of learning.

Topic: 281 – Unschooling: Criticism of Schools

- Holt heavily criticizes schools for various reasons, their cruelty to children being the chief amongst them.
- From his observation, he deduced that a large number of children he knew suffered at school in some form or the other.

Time

- Holt argued that schools take more and more time of the children, leaving them with little time of their own.
- When schools take up so much of a child's time, he or she is left with very little time to pursue his or her own interests, or perhaps find time outside of the school to make up for their failure at school.

Judgments

- The judgments that schools make about children follow them much further in life.
- School records of children are full of the most gossipy, malicious, damaging pseudo- psychological observations and diagnoses, often about the parents as well as the children.

Demands

- Schools nowadays make many more, larger, and vaguer demands on children.

Topic: 282 – Unschooling: Howard Gardner

- 1943
- American developmental psychologist.
- Theory of Multiple Intelligences.
- Gardner, himself doesn't't proclaim to be a die-hard 'unschooler', however his theory of multiple intelligence suggests that school are unable to cater to the individual needs of children.

Theory of Multiple Intelligences

- Humans have several different ways of processing information, and these ways are relatively independent of one another.

- The theory of multiple intelligences allows for the idea that there is more than one way to define a person's intellect.
- Gardner opposes the idea of labeling learners to a specific intelligence.
- He argues that each individual possesses a unique blend of all the intelligences.

Criticism of Schools

- Gardner's book, *How Children Think and How Schools Should Teach* is an open criticism of schools, thus adding more evidence to the unschooling philosophy.

Topic: 283 – Unschooling: Early Age Learning

Early Age Brain

- During the first years of life, youngsters all over the world master a breathtaking array of competences with little formal tutelage.
- They develop powerful theories of how the world works and how their own minds work.

Intuitive Learning vs. Scholastic Learning

- The same children who develop complex theories of the universe or intricate theories of the mind, often experience the greatest difficulties upon their entry in school.

Scholastic Learning

- Research shows that even well-trained and academically successful students often do not display an adequate understanding of the materials and concepts with which they have been working.
- Gardner argues that it is the nature of the scholastic method of teaching that fails to develop a concrete understanding in the minds of the students.

Unschooled Mind

- Gardner believes that in nearly every older student who has gone through the rigorous schooling experience, there is a five-year-old 'unschooled' mind struggling to get out and express itself.

Failure of Schools

- He argues that it is an extremely difficult and challenging task to transition children's beliefs into the reality, and it is this at which the schools often fail.

Topic: 284 – Unschooling: Kinds of Learners

Gardner talks about three kinds of learning styles that are prevalent in his observations.

Intuitive Learner

- Natural Learner
- Naïve Learner
- Universal Learner
- Intuitive Learner
- The young child who is superbly equipped to learn language and other symbolic systems and who evolves serviceable theories of the physical world and of the world of other people during the opening years of life.

Scholastic Learner

- Traditional learner
- The youngster from age seven to age twenty, roughly, who seeks to master the literacies, concepts, and disciplinary forms of the school.
- It is these students who, whether or not they can produce standard performances, respond in ways similar to preschool or primary school youngsters, once they have been removed from the context of the classroom.

Skilled Learner

- Disciplinary Expert
- An individual of any age who has mastered the concepts and skills of a discipline or domain and can apply such knowledge appropriately in new situations.
- Included in the ranks of the disciplinary experts are those students who are able to use the knowledge of their physics class or their history class to illuminate new phenomena.
- Their knowledge is not limited to the usual text-and- test setting, and they are eligible to enter the ranks of those who “really” understand.

Topic: 285 – Unschooling: Learning Constraints

Gardner, in his research, talks about several constraints that each learner is subjected to:

These constraints are either intrinsic, or extrinsic factors that limit a learner’s behaviour in specific ways.

The Intuitive Learner

- The Intuitive learner reflects neurobiological and developmental constraints which are purely genetic in nature.
- All human beings are subjected to these constraints.

Traditional Learner

- These learners are often subjected to historical and institutional constraints that are embedded in schools.
- Schools have evolved over the centuries to serve certain societal purposes in certain ways.
- These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.

Expert Learner

- Expert learner faces certain disciplinary and epistemological constraints that comes to operate within any field of expertise over the years.

Topic: 286 – Unschooling: Multiple Intelligences

Criticism of Existing assumptions of Intelligence

Gardner found the general notions of intelligence and cognition held by most investigators to be unduly restrictive.

He found that most traditional philosophers held the view that:

- Human cognition is basically unitary.
- Individuals can be adequately described and evaluated along a single dimension called ‘Intelligence’.
- Gardner talks of seven criteria for a behaviour to be considered as intelligent.
- According to his research, all human beings develop at least seven forms of intelligence to a greater or lesser extent.

The 7 Intelligences

- Linguistic
- Logical-mathematical
- Spatial
- Musical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- It is based on the presence of the portions of these intelligences in an individual that decide the kind of learner that individual would become.

Topic: 287 – Unschooling: Multiple Intelligences & Unschooling

- Gardner asserts that his theory of multiple intelligences should empower learners, not restrict them to one manner of learning.

Unique Minds

- His observational research suggests that all humans posses some measure of these seven intelligences.
- He also asserts that each human being is unique in possessing the varying amounts of these intelligences.
- Gardner believes that each human being combines and uses these intelligences in different ways, which is obvious in a display of different personalities and behaviours.

Traditional Schools

- Based on this research, Gardner criticizes the emphasis of most traditional schools on a certain combination of linguistic and logical intelligences.
- By ignoring or minimizing the importance of the other intelligences within and outside of schools, many children who fail in the traditional manner of education, are assigned the label of stupidity.

Education

- Gardner argues that an education built on multiple intelligences can be more effective than one built on just two intelligences.

Unschooling

- With unschooling, children aren't expected to have the same sort of intelligence. They can be taught in accordance with their unique combination of intelligence.

Topic: 288 – Unschooling: Criticism of Schools

- Gardner has repeatedly talked about the dangers that traditional schools pose to the learnability of young children.

Early Schools

- An institution in which a group of young persons, rarely related by blood but usually belonging to the same social group, assemble on a regular basis in the company of a competent older individual, for the explicit purpose of acquiring one or more skills valued by the wider community.

Current Day Schools

- Gardner observes that not many schools have evolved for the purpose of inculcating literacy, and that in essence, they remain the same institutions whose purpose is the acquisition of skills and knowledge useful to the community at large.

Burdens of School

- He believes that schools have become the logical site for the transmission of rapidly accumulating wisdom as well as for the inculcation of skills that will permit further discoveries to be made and deeper understandings to emerge.

Burdens of School

- In his opinion, this puts much un-needed burden on such young children.

Assessing Learning

- It is often left up to the operators of the schools whether the students are learning anything or not.

Tests

- Tests, standardized and others, are the most important ways of assessing what and how much a student has learned.
- Gardner criticizes this method of assessment, as it fails to take into account all forms of intelligences.

Topic: 289 – Unschooling: Later Learning Constraints - 1

Gardner also believed that as children continue attending schools or even other forms of informal training, they are introduced to certain biases and constraints.

Kantian-Einsteinian Constraints

- Gardner believed that schools cultivate a necessity of conceptualizing the world in terms of objects, space, time, causality and to the impossibility of even conceiving of the world in other than these terms.
- Kant's philosophy emphasized the importance of these categories of knowledge.
- Einstein's scientific approach on the other hand reminds us that these built-in limits on knowledge can be revised, although very rarely, and at all times remaining within the existing theories of the world.

Ontological Constraints

- These constraints come in when defining particular objects and their categorization.
- Young children do not put objects in categories of tangible, intangible, living, non-living, feeling or non-feeling etc. until they are taught to do so.

Topic: 290 – Unschooling: Later Learning Constraints - 2

Strengths, Tendencies, Styles

- These constraints or biases vary from person to person.
- They serve to differentiate human beings within and across cultures.
- An example of these constraints includes those biases in information- processing strength and style that can be observed in early life.
- Children exhibit different kinds, arrays, and degrees of intelligence, even as they evolve characteristic ways of approaching problems and challenges.
- These cognitive tendencies are often evoked as youngsters approach the school going age.
- Sometimes, they can cause problems, while at others, they present opportunities.
- Schools are unable to always turn these tendencies into opportunities.
- Whether these constraints become trouble or opportunities depends upon the compatibility between the child's own cognitive and stylistic profile, the demands of the subject matter, and the presentation of the material.

Topic: 291 – Unschooling: Later Learning Constraints - 3

Constrained Theories

- These constraints occur whether a child attends school or not.
- These are a consequence of his or her personal experiences.
- A child would formulate theories in response to his or her interactions with particular objects in the world.
- Not derived from formal study or from any preexisting disciplines, these naïve, folk, or intuitive theories, nonetheless achieve considerable potency.

Contextual Constraints

- This constraint reflects particular contextual elements in the child's personal background.
- These would include ethnicity, social class, parental styles, and values.
- These constraints affect the way a child would interact with and understand materials presented to him or her.
- He argued that children find it extremely difficult to master the agenda of the school, particularly to the extent that its mode of operation clashes with, or is irrelevant to, the biases and constraints that have emerged during the first half decade of life.

Topic: 292 – Unschooling: Difficulties Posed by Schools

Most of Gardner's research about the principles of human learning and development conflicts sharply with the customary practices of schools. Initially, schools were concerned with a small and privileged minority of the population, and the materials to be mastered in schools were relatively unchallenging, and the performances counted as evidence of success have been limited in scope.

Edu601 Final Objective Prepare by Mubarak Ali

BC180409075 03049042705

Objective Part

1. Socrates believed that knowledge is the same thing as **Virtue** or excellence and is always good.
2. Plato's allegory of the cave can be seen as a metaphor for **The need to always adhere to conventional ideas.**
3. Who was the famous philosopher that came after Aristotle? **Plato**
4. The idea that "virtue is knowledge" is attributed to: **Socrate**
5. Trying to understand human nature is:
    a. the work of ethics philosophers
    b. the study of what makes us human
    c. the discussion of differentiating humans from machines like computers
    d. is a metaphor for relating humans to other animals
6. What is the goal of education according to Idealism? **Cultivation of dynamic, adaptable mind which will be resourceful and enterprising in all situations**
7. According to Socrates, what is the lowest grade of cognitive activity? **Confusion**
8. According to Socrates, the ultimate knowledge is: **One should learn best way to live life**
9. What is the area of philosophy that investigates the nature, sources, limitations, and validity of knowledge? **Epistemology**
10. Epistemology is the study of **knowledge**
11. Doctrine means. **Teaching**
12. Who was one of the students of Socrates? **Plato**
13. The dialectic method crosses the divide line between matter and___. **Idea**

14. According to Socrates, the ultimate knowledge is: **One should learn best way to live life**

15. According to Socrates, what is the lowest grade of cognitive activity**? Confusion**

16. What philosophy is supposed to be? **The truth of any claims is relative to the beliefs/ attitudes of the speaker.**

17. Dialectic method is of: **Socrates**

18. Socrates believed that knowledge is the same thing as ¬¬¬___ or excellence and is always good. **Virtue**

19. A question-and-answer dialogue in which propositions are methodically scrutinized uncover the truth is known as **the Socrates method**

20. Reminiscence means. **Recalling past**

21. School founded by Aristole known**. Lyceum**

22. Main objective of dialectic method is to make decision. **Knowledge**

23. Not considered in dialectic method. **Material knowledge**

24. Plato's aim in the republic. **To define justice and to prove that it is worthwhile to pursue its own sake**

25. According to Kant, the basis of morality is the concept of: **Freedom**

26. Kant claims that the moral law is given to each person by: **one's own will**

27. Plato defines the curriculum in which of the following three stages. **Elementary, Military, Higher Education**

28. In what age range, the people would philosophies and would go up to the level of philosopher king? **Age 35 | 50**

29. In Aristotle's view, **the virtues are acquired through habit.**

30. Who were the three famous Greek philosophers? **Socrates, Plato, Aristotle.**

31. Epistemology is study **of Knowledge.**

32. Aristotle divides the virtue into **moral virtue and intellectual virtue**.

33. The allegory of cave presents us with **a metaphor for understanding the search for truth.**

34. Who was the first famous philosopher of Greek Philosophy? **Socrates.**

35. Rousseau was born in **Geneva** in 1712**.**

36. The **Scientific method** is body of techniques for investigating phenomena, acquiring new knowledge, or correcting or integrating previous knowledge.
37. Kant was influenced by the work of **Rousseau** who had put him on the right track.
38. Kant claims that **the moral law is given to each person by one's own will.**
39. According to Kant, **Man can only become man by education.**
40. Kant was a **German** philosopher.
41. Who was the first philosopher to formulate the logic for teaching procedures? **Aristotle**
42. Aristotle calims that **virtue is in our power and so is vice.**
43. Benjamin Bloom major work is in **Cognitive**
44. According to Socrates, what is lowest grade of cognitive activity? **Imagination**
45. There are two major kinds of homeschoolers, they are **formal and informal approach.**
46. No child left behind act was passed in **2001** as a reauthorization of the ESEA act.
47. **Massachusetts** (USA) became the first state to pass a compulsory attendance law.
48. One of the biggest issues perspective homeschoolers face is that of **Socialization.**
49. Interpersonal individuals are often described as **Social butterflies.**
50. Formal approach means that the direction process is same as at school, except **that is taking place at home.**
51. What type of interaction occurs in the Montessori classroom? **(Child environment/teacher-child environment)**
52. Indication of democratic attitude is **All of above.**
53. What is the reason for difference in number of students in per class in the Montessori classroom compared to the traditional classroom?
54. The word democracy has been derived from the language **Greek.**
55. According to Montessori, what is supported by fact that from ages 6-12, there are fewer incidences of illness and morality?
56. According to Montessori, what sets the tune of development and the correction of slef?
57. The "back-to-basics" movement is most associated with **Essentialism**
58. Chomsky criticized Blooms emphasis on **a Great Books curriculum.**

59. In the existentialist classroom, the curriculum is **chosen by the students for self-directed learning.**

60. Jasper followed the education of Socratic Method, which of the following is not true of method.
    a. It contains deepest understanding.
    b. Teachers and pupil are on the same level in relation to ideas.
    c. Teacher is dominant and given authority by students.
    d. Student's questions are appreciated.

61. According to progressivists, **students learn best from what they consider most relevant to their lives**.

62. Jaspers believe that education is maieutic, the maieutic method **aims to bring a person's latent ideas into clear consciousness.**

63. Which of the following is considered a teacher-centered philosophy? **Essentialism**

64. The role of the teacher in a perennialist classroom is as a **tutor**

65. The Great Books curriculum is promoted by supporters of **perennialism**.

66. Who raised the slogan "Back to Nature"? **Naturalism**

67. The word philosophy derives from **Greek, meaning love of wisdom**

68. Which of the following is not the objective of University education according to Jaspers? **Democracy**

69. Jaspers philosophy of education focuses that education is

70. Perennialism focuses on the **everlasting** principal.

71. A Nebraska statue forbade teaching of foreign language before completion of grade **Eight.**

72. Which of the following reason of choosing home schooling
    a. Transportation & Connivance
    b. Inaccessibility of schools
    c. Behavior of children
    d. All of above

73. Intrapersonal learners are usually **Shy.**

74. **Visual** leaners are doodlers and artists and everything in between.

75. The most frequent subjects for standardized testing for home schooled children are **reading, writing and mathematics.**

76. Before common school movement in the latter half of nineteenth century, the common believe about education was **it's a matter of parental discretion.**

77. Formal approach means that the education process is the same as at school, expect **that it is taking place at home**.

78. The law included mandatory attendance for children for the age of **eight and fourteen** for at least three months out of each year.

79. The Oregon state required by law that all children must **attend public schools.**

80. The goals of this educational theory are to transmit cultural heritage and develop good citizens. Subject matter includes literature, history, foreign languages, and religion **essentialism.**

81. Activities are designed to discipline the mind. Subjects taught include mathematics, language, logic, great books, and doctrines **perennialism.**

82. The task of education is to develop learning environments that lead to desired behaviors in students **behaviorism.**

83. An educational theory that emphasizes that ideas should be tested by experimentation and that learning is rooted in questions developed by learner's **progressivism.**

84. An educational approach in which students are taught to analyze world events, explore controversial issues, and develop a vision for a new and better world **reconstructionism.**

85. This theory stresses learning activities during which students are free to infer and discover their own answers to important questions **constructivism**.

86. Who developed the educational theory of progressivism? **John Dewey**

87. Which educational theory views human experiences as the basis for knowledge? **idealism**

88. Goals are to transmit cultural heritage and develop good citizens. Subject matter includes literature, history, foreign languages, and religion. This educational theory is: **essentialism**

89. The three basic principles of essentialism are a core of information, student-centered instruction, and hard work and mental discipline: **false**
90. Teacher-centered educational theories include: **essentialism, positivism, perennialism**
91. Which of the following is a characteristic of a student-centered teaching style? **discovery based learning**
92. The lesson plans of a student-centered teacher would emphasize all of the following except: **'right' answers**
93. The teacher-centered classroom will include all of the following except: **flexible seating arrangements**
94. Motivation consists of two parts: **external action or behavior and internal drives or desires**
95. The belief that students are inherently capable of solving their own problems best describes which of the following philosophies? **non-interventionists**
96. Control theory as a requisite for classroom discipline practices has been advanced by: **William Glasser**
97. Students are inherently capable of solving their own problems; this best describes: **non-interventionists**
98. Teachers must set classroom standards for conduct; this best describes: **interventionists**
99. Voice is the multifaceted interlocking set of meanings through which students and teachers actively engage with one another. **true**
100. Control theory is. a theory of discipline that contends that people choose most of their behaviors to gain control of other people or themselves. **true**
101. Classroom organization includes: **(content, methods & values) all of the above**
102. Classroom climate is best defined as: **the underlying relationships and a tone or sense of being and feeling in the classroom**
103. Teacher centered authority includes **learning focused on convergent thinking**

104. Non-interventionist teacher control means: **low teacher control/high student control**

105. Standards in education refers to:
   a. statements about what students should know about various subjects
   b. world class goals based upon the performance of outstanding individuals
   c. knowledge and skills that will enable students to live independent lives
   d. **all of the above**

106. The type of standard which includes knowledge, skills, and dispositions in various subject areas is: **content standards**

107. Broad statements about knowledge and skills a student or teacher should have at a certain level are called: **performance standards**

108. The type of standard that provides for proper instructional resources, assessments, and system structures is called: **delivery or opportunity to learn standards**

109. What is a level of development toward the achievement of a standard called? **benchmark**

110. Assessment includes all of the following except: **lesson plans**

111. The ACT and SAT tests are examples of assessments used as: **gatekeeping**

112. Student teaching is an example of which type of assessment? **capstone**

113. A tool that uses day-to-day activities to decide if some behavior is being displayed is called: **observation**

114. A rubric that measures all the criteria simultaneously and makes an overall evaluation is considered: **holistic**

115. Proficiencies are the knowledge, skills, or dispositions that students are expected to acquire in order to meet a set of standards: **true**

116. Rubrics are: **scoring guides that describe what learners should know and be able to do at different levels of competence**

117. Brown vs. Board of Education decided that: **separate facilities are inherently unequal**

118. The Cival Rights Act was signed by **Lyndon B. Johnson** in 1964.

119. The fight for equality reached a zenith in **Topeka, Kansas** with the Brown vs. Board of Education.

120. Following the Civil Rights Act of 1964, schools that did not integrate could lose federal funding. **True**

121. As a result of the Civil Rights Act of 1964, Lyndon B. Johnson passed the Elementary and Secondary Education Act (ESEA) which: **provided a carrot and stick to America's school**

122. The schools in Crystal City, TX in the early 1960s encouraged Mexican American students to speak Spanish and hold onto their bilingual roots. **False**

123. The bilingual Education Act was designed to: **give aid to schools with children whose first language is not English.**

124. Title IX, passed in 1974, is about: **equality in sports based on gender.**

125. When the federal government passed Title IX in 1974, they encouraged schools to follow it by **withholding federal money from schools that did not follow it.**

126. The 14 year old student who was part of the Title IX laws: **was denied a women's basketball team at her school**

127. As a result of Brown v. Board of Education of Topeka, some 30,000 black teachers lost their jobs. **true**

128. The student who presented Chicano student demands to the school board in Crystal City, Texas twenty years later became the mayor of Crystal City, Texas. **true**

MUHAMMAD IMRAN

EDU601 Philosophy of Education

CURRENT SOLVED PAPERS FINAL TERM 2021

1. What are democratic schools? 2 marks

- Democratic schools are generally based upon a notion of genuine participatory democracy, practiced everywhere throughout society, with all ages of people.
- According to the proponents of democratic education, young people ought to have the power (and responsibility) in the schools where they spend so much of their lives.

2. Jasper Criticism of Concept of University 2 marks

- Critics have objected to Jaspers conception of a university to be too aristocratic.
- Jaspers only allows the very best to become a part of the university.
- University becomes a domain of special privilege which is very antidemocratic.

3. How Montessori start teaching counting 3 marks

- Observed that typical children very easily learn numeration which consists of counting objects.
- Focused on materials for the introduction of counting.
- Observed the many opportunities in daily life when children could count objects in their immediate environment.

4. Explain logic in classical education? 5 marks

6th – 8th Grades

- Also known as the dialectic stage.
- This stage typically lasts from 6th to 8th grades.
- By fifth grade, a child's mind begins to think more analytically.
- Middle-school students are less interested in finding out facts than in asking 'Why?'
- Brings the grammar of disciplines into ordered relationships.
- During this time, children's capacity for abstract thought expands rapidly.
- Children become attracted to argumentation and abstract ideas.
- They are taught how to analyze, reason, question, evaluate and critique.
- Logic, the art of arguing correctly, is taught as a core subject.
- The introduction of formal logic shifts the focus from mere facts to understanding relationships.
- Students learn to reason as they identify critical assumptions, logical fallacies and inconsistencies.
- It is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

5. How does Maria Montessori defend herself against critics?

- Montessori never claimed to have produced a theory.
- She acted on what children revealed to her through observation.

6. Ontological Constraints

- These constraints come in when defining particular objects and their categorization.
- Young children do not put objects in categories of tangible, intangible, living, non-living, feeling or non-feeling etc. until they are taught to do so.

7. Write a note on the idea of university by Karl Jasper? 5 marks

Most of Jaspers educational philosophy focused on University education rather than school.

Function:

- The university is meant to function as an intellectual conscience of an era.
- It is a meeting place of different disciplines and world outlooks.

Research:

- Research is a major function of Jasper's university.
- Discovery & research is an indivisible whole.
- Scholarship depends on a relation to the whole.

Science & Scholarship:

- Science & scholarship are meaningful only when they are part of a comprehensive intellectual life that is the very life blood of university.

Objectives of University:

- Research
- Education
- Instruction

Communication:

- To reach the stated objectives, scholars must communicate with each other and with students, who in turn must communicate with each other

8. According Gardner mind of unschooled person? 2 marks

Gardner believes that in nearly every older student who has gone through the rigorous schooling experience, there is a five-year-old 'unschooled' mind struggling to get out and express itself.

9. Maria Montessori First experiment was "Casa Die Bambini"

- This school was established in 1907 in Rome.
- Work with atypical children as a guide for work with typical children.

10. Why Maria Montessori emphasis home environment?

Home Environment

- No set homework was given so child could be left to parent's discretion at home.
- Parents were asked to complement the Montessori classroom at home by implementing its principles.
- Parents were discouraged from practicing prizes and punishments activity.
- Montessori helped parents understand the sensitive periods of the child.
- Montessori emphasized on a harmonious relationship between the family, child and the teacher.

11. Nature of knowledge by Jaspers.

Reliable Knowledge:

- Jaspers was particularly conscious of the theoretical difficulties of securing reliable knowledge.

Objectivity:

- Even if a particular kind of knowledge is universally valid, it is not absolutely objective.
- Knowledge is the product of a particular method chosen by the investigator.

Universal Validity:

- Since knowledge cannot be completely objective, it cannot be universally valid; hence Jaspers definition of universal validity relies upon universal consensus.

Scientific & Philosophical Knowledge:

- Jaspers analyzed the relationship between science and philosophy, as he believed both to be an integral part of education.

Methodical Knowledge:

- Scientific knowledge is methodical knowledge, i.e. we know by what means it was arrived at and in what sense and within what limits it holds good.

Certain Knowledge:

Scientific knowledge is absolutely certain, i.e. it stands the test of any reasoning; it must be distinguished from the convictions by which man may live and be prepared to risk his life.

General Validity:

- Scientific knowledge has general validity, i.e. it is recognized without limitation by everyone who understands it; it stands in contrast to any other form of knowledge in which man may place unlimited faith.

12. Teacher's role in perennialism 3 marks

- Perennialist classrooms are teacher centered in order to develop the students intellectual & moral qualities through dissemination of Western traditions.
- The teachers are not concerned about the students' interests or experiences.
- They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind.
- Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

13. Why democracy education is important 3 marks

- Today, the developed world at large believes in democracy as the preferred form of government.
- It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

14. What are three form of democracy.

- Institutional Republicanism
- Popular Democracy
- Deep Democracy

15. Write three characteristics of skilled leaner?

- Disciplinary Expert
- An individual of any age who has mastered the concepts and skills of a discipline or domain and can apply such knowledge appropriately in new situations.
- Included in the ranks of the disciplinary experts are those students who are able to use the knowledge of their physics class or their history class to illuminate new phenomena.
- Their knowledge is not limited to the usual text-and- test setting, and they are eligible to enter the ranks of those who “really” understand.

16. Intelligence theory by Howard Gardner.

Theory of Multiple Intelligences

- Humans have several different ways of processing information, and these ways are relatively independent of one another.
- The theory of multiple intelligences allows for the idea that there is more than one way to define a person's intellect.
- Gardner opposes the idea of labeling learners to a specific intelligence.
- He argues that each individual possesses a unique blend of all the intelligences.

17. Common homeschooling laws 5 marks

Most commonly addressed issue by the governments in cases of homeschooling are subsequently discussed.

Notification

- Many countries require families to notify their local department of education or the local authorities of their intent to homeschool their children.
- Some countries or states require notification only for children who are leaving school, rather than ones who have been homeschooled from the beginning.

Parent Qualification

- Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

Attendance

- Attendance in some form or the other is required in all countries that enforce education.
- Some require compulsory attendance at schools, others specify number of days required of homeschooled children to be studying at home.

Proficiency

- Children are expected to demonstrate a certain level of proficiency in a variety of subjects to be considered educated.
- Different states and countries have different laws regarding proof of a child's academic aptitude.

Evidence Presentation

- Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Standardized Testing

- At various grade levels, in different states, in order to prove their academic proficiency, homeschooled children are required to take state prescribed standardized tests.
- The frequency and format of these tests varies from state to state in the USA, and in other countries that require standardized testing.
- The most frequent subjects tested are reading, writing and mathematics.

Private School Status

- Some states or countries consider homeschools as private schools, thus homeschools fall under the private school regulations.

Subjects and Curriculum

- Countries may or may not list specific subjects for homeschoolers to study.
- Some countries require the same curriculum as public schools.
- Contact with Local School District.
- Many countries require homeschoolers to maintain some sort of contact with the local school district personnel.

Record Keeping

- Some countries require homeschoolers to maintain records of attendance, progress reports, summaries of curricula and textbooks, reading logs, test results, sample writings etc., while other don't.

Special Needs

- Some countries specify homeschool guidelines for children with special needs such as autism or attention deficit hyperactivity disorder.

18. How education is defined by John Holt. 2 marks

Holt defines education as something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know.

19. Sports Resources for Doers.

- Holt believed that sports resources were also essential for a person's education, as we are, by nature, active, playful, and game loving creatures.
- Among outdoor sports resources, Holt has mentioned running, bicycling, skating etc.
- He believed that such activities are an important part of ones learning process as they are also an important part of one's daily routine, e.g. getting from one place to another through walking or bicycling.
- He also mentions many indoor sport resources such as gymnastics, tumbling and squash.
- Board games such as chess also help develop a person's mental capacities, thus becoming another source of learning.

20. Assimilation and accommodation ?2 marks

Assimilation & Accommodation:

- These are the stages where learning takes place.
- When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows.
- This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

21. Trivium and it's stages? 5 marks

Classical education depends upon a three-part process called the Trivium

Developmental Stages

- Grammar
- Logic
- Rhetoric

The trivium covers elementary through high school ages.

Learning

Trivium-based education organizes learning around the maturing capacity of a child's mind by using teaching methods and materials specific to each stage of development.

Grammar of trivium in your own words

22. Write point on concrete operational development by Piaget's.

Concrete Operational Stage:

- 7 - 11 years

- In this stage children evolve from prelogical, egocentric thinking to a more ruleregulated type of thinking.

Logic:

- Child can think logically about objects and events.
- Some of the rules of logic include reversibility, identity, and compensation.

Understanding of Numbers:

- Child achieves understanding of number (age 6), mass (age 7), and weight (age 9).

Object Classification:

Classifies objects according to several features and can order them in series along a single dimension such as size.

- One activity that a child at this age would enjoy is a cooking activity with their mom or dad.

Measurements:

- Baking involves measurements, which would be useful to the concept of conservation.
- Measuring cups come in all different shapes so it would be fun to measure the exact same measurement using different types of measuring utensils.

Ingredients:

- Also the ingredients could be classified into different categories such as the dry ingredients and the wet ingredients and so on.

23. Role of Essentialist teacher ?5

1. The teacher teaches discipline and hard work.
2. The teacher is an expert of content knowledge.
3. The teacher is accountable for student learning.
4. Direct focused tasks Essentialism as a teacher-centered philosophy
5. The teacher is the focus of the classroom activity.
6. The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.
7. For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught.

24. What is leaning style? who is a physical/ Kinesthetic learner and interpersonal learner?

Learning Style

A learning style is a method of perceiving and processing information.

Physical Learner

- The physical or kinesthetic learner can be identified through his or her restlessness.
- These learners think best while on the move.

Intrapersonal

- Intrapersonal learners are usually shy and introverted.
- They think better when allowed to focus completely and independently.
  Intrapersonal learner excels when learning new information via self-paced activities or independent projects.
- They prefer to do things alone rather than as part of a large group.

25. Trivium of education of learning

Learning

Trivium-based education organizes learning around the maturing capacity of a child's mind by using teaching methods and materials specific to each stage of development.

26. Free school concept 5 marks

- Free schools that offer courses on a number of different topics that learners may take on their own discretion.
- Beacon Hill Free School, Boston.
- Free schools are a lot like traditional centers of adult education, except that they have the least bit of administrative structure and more diversity.
- Free schools are not built around a political ideology.
- It gives them a broader base in the community.
- Free schools charge no money, therefore they do not need to guarantee anything to students.
- This arrangement makes them the perfect centers of unschooling.
- An important thing to consider is that free schools are not at all costly.
- Students don't pay, and teachers aren't paid.

27. Maria Montessori Parent Involvement 5 marks

Parents play a very important role in a child's education.

Montessori believed in the union of the family and the school in the matter of educational aims.

Mothers were allowed to visit the classroom at any time to observe.

Idea of collective ownership of school by parents & teachers was promoted.

Teachers must be available to parents for regular discussions of their child's development.

Child psychology in education was discussed with parents.

28. Define philosophy of education?

- Philosophy is a combination of two Greek words 'Philo' meaning love and 'Sophia' meaning wisdom. So, love for wisdom is the meaning of philosophy.
- **Educational Philosophy:** The philosophical study of education and its problems, its central subject matter is education, and its methods are those of philosophy.

29. Teacher role according to Jean Piaget?

Facilitation:

- The teachers' main role is the facilitation of learning by providing various experiences for the students.

Discovery Learning:

- "Discovery Learning" allows opportunities for students to explore and experiment, while encouraging new understandings.

Opportunities:

- Opportunities that allow learners of different cognitive levels to work together often help encourage less mature students to advance to a higher understanding of the material.

Hands on Experience:

- Teachers can also assess students with the use of hands on experiences to help students learn.

Learning:

- Children are innately curious and motivated to learn, whether or not they receive external rewards and encouragement. - Teachers must manipulate this.

Assimilation & Accommodation:

- These are the stages where learning takes place.
- When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows.
- This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

30. What is Bloom's philosophy of education?

Blooms educational philosophy stems from his need to define the nature of education, democratic education & its implications, and the importance of liberal education.

Nature of Education:

- For Bloom, education is not real or meaningful, if it does not respond to a felt need.
- Education must be in response to a need of humanity.

Liberal Education:

- Blooms educational philosophy promotes liberal education.

Human Completeness

- For Bloom, the goal of education must be human completeness.

Higher Education

The focus of Bloom's educational philosophy was higher education, as he believed the university education had vastly deteriorated owing to certain social and political issues of the time.

31. Criticism on Bloom's philosophy?

Bloom was often called vengeful, reactionary and antidemocratic, talking against the American students and the American universities.

Closing of the American Mind:

- Bloom's choice of title was vastly criticized.
- Critics were outraged that Bloom labelled young Americans to be close minded.

Philosopher

Bloom's status as a philosopher was often criticized by critics who maintained that his writings were only focused on a study of classics and there was no philosophy in it.

Great Books

- The Great Books course of Bloom was often criticized due to its restricted and narrow conception of classics.
- Chomsky criticized Blooms emphasis on a Great Books curriculum, maintaining that its effect would be:
'Students will end up knowing and understanding virtually nothing'

Social Issues:

Critics point out that Bloom discussed all major social and political issues in the lives of students of his time but was silent on gay rights despite the rapid spread of the concept at that time.

32. Characteristics of curriculum According to John Dewey?

Dewey believed that curriculum should be ultimately producing students who would be able to deal effectively with the modern world.

Child based:

- Curriculum should include the child's own preconceptions and should incorporate how the child views his own world.
- Curriculum should build an orderly sense of the world where the child lives.

Activities of Life in Classroom:

- Dewey combined subject areas and materials, and by doing this, he made connections between subjects and the child's life.

Characterization of Children's Behavior:

Dewey uses four instinct or impulses to characterize children's behavior:

- Social
- Constructive
- Expressive
- Artistic

33. Who Mathematical learner and how they learn

- Mathematical learners thrive in logic.
- These learners understand and follow rules, often to the letter.
- They have a keen understanding of mathematics, numbers, and patterns.
- They enjoy brain teases and math puzzles.
- These learners benefit most by experimenting and using statistics and calculations.

34. Things to learn counting 0-10, According to Maria Montessori?

Number Rods

- Painted in red and blue divisions measuring 10 cm. from 1 to 10

Spindle Box

- The spindle box was used to place the correct number of spindles placed in compartments 0 to 9

Small Cubes & Number Cards

- Small cubes and number cards marked 1 to 10 would be set out in an orderly manner.

Sandpaper Numerals

- Sandpaper numerals were used in preparation for written examples and a brief explanation of how to use the number rods.

35. Progressivist theory?

Progressivists believe that individuality, progress, and change are fundamental to one's education. Believing that people learn best from what they consider most relevant to their lives, progressivists center their curricula on the needs, experiences, interests, and abilities of students. Progressivist teachers try making school interesting and useful by planning lessons that provoke curiosity. In a progressivist school, students are actively learning. The students interact with one another and develop social qualities such as cooperation and tolerance for different points of view.

36. Do you agree home schooling is important and why?

No, I don't think so that homeschooling is important. Because the main and most prominent drawback of homeschooling is isolation and no social interaction. Although in some cases homeschooling is fruitful too. Where there are the following issues:

- Transportation & convenience
- Inaccessibility of schools
- Behavior problems of children
- Concerns over safety

37. What is home Schooling?

Homeschooling is the oldest and most ancient educational philosophy. In times before formal schooling started, some children were sent away to study with great philosophers and thinkers, however, most children learned life skills from their parents, while staying at home.

38. What is pragmatism?

Pragmatism is a contemporary educational theory. Pragmatists believe that reality is actually what is experienced is subjective and is also changing. Pragmatics maintains that practical consequences are the criteria of knowledge, meaning and value.

39. Criticism on classical education?

Joy of Learning

- Many critics believe classical education to be too formal.
- They believe it makes learning a chore rather than a joyous activity.

Knowledge Transmission

- Classical education is often seen as transference of the accumulated knowledge of the society to its youth.
- Critics believe that education should be more than just the transmission of knowledge.
- They question whether classical education imparts wisdom.

Individuality

- Classical education is criticized because it fails to satisfy the individual needs, interests and capabilities of students.

Education for Virtue

- Most classical educationalists or philosophers focused on education as a way to make the student virtuous.
- Critics point out that education should be for the mental development of a person and that the soul or its virtue should have nothing to do with education.

40. Liberal education?

- Trains individuals in liberal arts that are arts of learning.
- It is preparatory.
- Liberally trained students acquire the skill to go on learning after they have graduated, but unless they continue their education, they would never become generally educated humans.

41. Closing of the American mind?

- 1987
- Criticism of contemporary American higher education
- Spiritual disintegration of students
- Blamed the post-modern and multicultural trends in education
- Nietzschean relativism

- Sexual revolution

42. Teacher's role Essentialism?

- For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught.
- The teacher is the focus of the classroom activity.
- The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.

43. Sensorial Education and its aims?

Montessori made it clear to the educators that the senses were the most neglected in the learning process

- Montessori used sensory materials to provide sensorial education to the children.
- Each child was introduced to each piece of material individually.
- The aim was self-instruction regarding each material.
- The reward was waiting for the spontaneous reaction of children and observing it.

Aims of Sensorial Education

- Attention and concentration
- Order of the mind
- Errors & Self-correction

44. Write any two sources that purpose bloom for student enlightenment?

- Movies
- Political gatherings

45. Criticism on teaching and research, Jaspers?

- Critics disapproved of Jaspers' belief that teaching & research are inseparable and a good teacher must be a good researcher as well.
- Those who separate teaching and research tend to view all teaching as the transmission of basic information about a subject matter; thus, teaching becomes equated here wholly with scholastic instruction.

46. What is visual learning how children learn through visual learning?

- Visual learners are doodlers and artists and everything in between.
- They have a keen understanding of color and lines.
- Pictures, images, and art appeal to these learners.
- The visual learner enjoys painting, graphing and creating maps.
- Drawing charts, creating diagrams, using colors and spatial relationships gives understanding to the lessons they are learning.

47. What you understand about institution republican's democracy?

Institutional Republicanism understands the Constitution as establishing a republic with a limited representative government. Public education is understood as necessary to support government-centred institutions. The focus is on preparing citizens for orderly civic participation centred on obeying the law and voting in national, state, and local elections. Public education's role is primarily one of promoting social stability to ensure political continuity and economic growth

Young people are to acquire the knowledge, skills, and dispositions necessary for informed and responsible consumption of material goods (economic productivity) and non-material civic benefits (individual rights)

48. What is obedience? difference between absolute and voluntary obedience?

Obedience is an essential feature in the character of a child, especially of a boy or girl. “Adopting a particular course of action from a sense of duty means obeying the dictates of reason”.

Types of Obedience:

There are two types of obedience according to Emmanuel Kant:

Absolute Obedience:

- Obedience without question
- Necessary to prepare the child for the fulfilment of laws that he will have to obey later, as a citizen, even though he may not like them.

Voluntary Obedience:

- Obeying what feels good and reasonable and moral.

49. Write five points of preoperational Piaget development stage?

- 2 - 7 years
- The preschool child is in the preoperational stage of development.
- In contrast to the infant, the preschool child recognizes that objects exist even when he does not touch them.
- The preschooler has developed his own system of symbols (images, props, and words) to represent objects in the real world.
- Learns to use language and to represent objects by images and words.
- Thinking is still egocentric.
- The child has difficulty taking the viewpoint of others.
- Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour.

50. How learning take place in unschooling?

Holt believed that learning happens through:

- Play
- Household responsibilities
- Personal Interests
- Curiosity
- Internships
- Work Experience
- Travel
- Books
- Elective Classes
- Mentors
- Social Interaction

What task school perform according to Karl Jaspers?

Tasks of School:

- Firstly, the schools must arouse the historical spirit of the community and of life through the symbols of that community.

- This can be done through consideration of the previous history of the community & through contact between young people & their educators.
- Secondly, schools must enable students to learn & practice everything which is necessary for work and for a profession.
- This is a matter of deliberate planning.

Role of Primary School:

- Jaspers emphasizes the exceptionally important role of the primary school that lays the moral, intellectual & political foundation for the entire population.

Write concept of rejection of religion criticized.

- Condemns Dewey's rejection of organized religion.
- Argues that Dewey's enmity toward organized religion has been absorbed in American education.
- This adoption of rejection of religion by the educational establishments has led to the deterioration of morality and traditional values in education.

On what aspect of modern university jaspers showed a discontent to it.

Jaspers showed a discontent with the function of modern university which he believed were limited to:

- Research
- Training
- Professional education
- Transmission of a particular kind of culture

Who was Paulo Freire?

- 1921-1997
- A Brazilian whose experiences living in poverty led him to champion education and literacy as the vehicle for social change.

Write 3 main criticism on philosophy of John Dewey?

- Dangerously radical
- Rejection of Religion
- Experimentalism

Write 3 criticism on philosophy of ALLEN Bloom.

- Closing of the American mind
- Great Book
- Social Issues
- Philosopher

Briefly explain the experiment of selecting rational method in your own words?

- Montessori wanted to find a rational method of teaching writing.
- She found a more rational method based on clear language.
- Observed that spoken language began at birth as a natural function.
- Observed that every infant created his mother tongue by himself.
- Emphasized that language development was not taught but was natural and spontaneous.
- Infant's thought was fixed by one word – a noun

- Child had a greater understanding of language than his power to use language.

Give five reason why do parents prefer home schooling for their children.

Lack of Confidence in the Educational System

- Many parents believe they can provide better education then any public or private school.

Parents did not think that the academic standards of the schools were satisfactory.

Religious or Spiritual Beliefs

- Parents feel that religion has fallen to a distant second place in a school education.
- Some religions dictate rules or beliefs that are best adhered to or met in a homeschool setting.

Special Needs

- A child with special needs may thrive in a homeschool environment.
- These special needs may be specific to learning style, development level, or overall physical health.
- These children may require more or specialized attention, instruction, and interaction from a teacher within a conventional classroom.

Parenting Philosophy

- Parents believe that they can better foster desirable character traits and morals in their children than might be encouraged in a conventional school.
- Through homeschooling, parents hope to instill their personal morals and values in their children.

Unattainable Private Schooling

Many parents who prefer private schooling over public schooling chose to homeschool in case of inability to send their children to private schools due to various reasons.

Other Reasons

- Transportation & convenience
- Inaccessibility of schools
- Behavior problems of children - Concerns over safety

Write any five aims of classical education.

- The ancient and medieval scholars started their educational program by defining the end goal — the study of philosophy and theology.
- They understood that students must work through the Trivium and Quadrivium as preparation for these higher orders of thought.

  Moving from the Trivium to the Quadrivium, Classical educationalists hope to sharpen the abilities of maturing wise students who are thoroughly preparing for their university studies.
- Classical education is focused on presenting information and skills in a logical sequence at an age-appropriate time, thoroughly and continuously preparing students to progress to higher levels of thought.
- The unity of the seven liberal arts and their proper study aims at producing an individual with a harmonious and well-ordered soul who would reason well, judge rightly, and live virtuously.
- Classical education hopes to contribute to the formation of a generation of leaders who are life-long learners, educated and articulate citizens who are capable of understanding complex issues, discerning noble choices, and living virtuously in service to others.

Difference between imagination, fantasy, and creativity.

- All fantasy is imagination but all imagination is not always fantasy. Fantasy is about the unreal. Imagination can be both. Imagination has led to all the great (and not so great) innovations of our time. ‘Imagination is a tool to discover truth’
- Creativity means, there is nothing by the way of experience yet something comes up.

What do you know about Rousseau Emile? and emile focus? 5 marks

Criticism on Maria Montessori prepared environment.

- A prepared environment is artificial.
- One cannot decide which prepared environment is best.

How school appearance show equality?

- In recent years, attention has been focused on the need for freedom and equality in schools.
- Montessori Method gave children equal importance.
- They were all 'heard'
- Children can be freed and guided towards making sound decisions at the same time.

Characteristics of Kant character development.

- Humans are the only beings in need of an education.
- Concern for child development & learning through activities.
- "Children ought to be educated, not for the present, but for a possibly improved condition of man in the future; that is, in a manner which is adopted to the idea of humanity and the whole destiny of man." Kant – Thoughts on Education

Write three points of Quadirvium.

- The Quadrivium followed the preparatory work of the Trivium.
- The Quadrivium is expected to be the preparatory work for the pursuit of philosophy.
- The Quadrivium in its modern day application may be considered the study of numbers and its relationship to physical space or time.

Learning process by progressivist.

- Learning is rooted in the questions of learners that arise through experiencing the world.
- Learning is active, not passive.
- The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

Jaspers view about education

'Helping the individual to come into his own in a spirit of freedom and not like trained animal'.
'Education is accomplished when contents are freely acquired; but it fails when it is authoritarian'

Allan Bloom Areas of Interest.

- Greek philosophy
- History of philosophy
- Political philosophy
- Politics

Need for Democratic Education?

- Today, the developed world at large believes in democracy as the preferred form of government.
- It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

Define Progressivism in your own words.

Progressivists believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world.

The Formal Approach

School-at-Home

This school-at-home, or formal approach means that the education process is the same as at school, except that it is taking place at home.

Parent-Teacher

The parent or parents who are responsible for the education of the child act as a traditional classroom teacher during the study hours.

School Rooms at Home

Homeschooling parents employing the formal approach often specify a room at home to act as a traditional classroom.

School Schedules

Homeschooling parents using this approach also prescribe schedules for their children to adhere by.

Curriculum

Homeschooling parents using this approach strictly follow a school like curriculum in the process of educating their child.

Summer School

Often, these parents incorporate summer school (at home) in their children's schedules as well.

Extracurricular Activities

Like at a traditional school, extra-curricular activities are also an important part of the formal approach to homeschooling.

Why parents' involvement is important according to Maria Montessori?

- Parents play a very important role in a child's education.
- Montessori believed in the union of the family and the school in the matter of educational aims.
- Mothers were allowed to visit the classroom at any time to observe.
- Idea of collective ownership of school by parents & teachers was promoted.
- Teachers must be available to parents for regular discussions of their child's development.
- Child psychology in education was discussed with parents.

Deep Democracy

- Deep Democracy advocates full participation in all aspects of social and civic life--not only those conventionally identified as 'political'.

  Beyond the teaching of core democratic values and dominant institutional arrangements, public education is to provide direct experience with practices of collective civic engagement.
- Young citizens are to enact complex processes of teaching / learning that lead to deliberative competence, social imagination, and inclusive participation in social transformation.
- Deep Democracy and its educational imperatives have yet to be widely established and sustained.
- Confronted with fundamentally non-democratic social structures, civic education for Deep Democracy faces formidable resistance.
- Civic educators must address tensions between the instructional requirements of individual vs. social learning along with recognition of private achievement vs. collaborative accomplishment.

Platonic Idealism.

- The search for absolute (universal) truth in all fields of life.
- Truth is perfect and eternal.
- Dialectic (Means a two sided conversation. In dialectic, two persons will talk from their perspectives and when they bring up their knowledge, they create a new knowledge by the end of the time.)
- Humans have lost the knowledge that souls possess.
- It is the responsibility of humans to search for that knowledge and truth in order to lead a good and virtuous life.

Freeform learning

Freeform learning or unschooling is an approach used by parents who are severe critics of the traditional schooling.

How learning takes place according to John Holt?

'Doing' as Effective Education

- By doing, Holt includes actions such as talking, listening, writing, reading, thinking and even dreaming in addition to.

- Holt describes doing as a way of making education more effective, as education's ineffectiveness was a dilemma of his time, as it still is today.

Learning Experiences

- Holt criticizes the commonly held belief about there being two kinds of learning experiences, i.e. experiences from which we learn, and experiences from which we don't learn anything.
- Holt believes that there is no experience from which we don't learn.
- We learn something from everything we do, and everything that happens to us or is done to us.

Interest in Learning

- Holt believed that we are unlikely to learn anything good from experiences which do not seem to us closely connected with what is interesting and important in the rest of our lives.

Curiosity

- Holt also maintained that curiosity is never idle, it grows out of real concerns and real needs.

Learning Environment

- Holt suggested an environment where children are not taught, rather they are facilitated.
- There should be no rules, no mandatory attendance, and no structure – just uninhabited learning.

John Dewey's thoughts?

What is Freedom according to Maria Montessori?

- Montessori suggested freeing the child's spirit (mind).
- For this, children required a stress free environment.
- Montessori wanted to eliminate slavery in pedagogy.
- She believed they needed both physical & mental freedom to develop normally.

5 points on homeschooling laws?

Universal Free Public Education

- With the advent of free public education, came compulsory attendance statutes and truancy regulations.

Limiting State Control Over Education

- The 1920's stood witness to the leading major court cases limiting the power of government to control education.

Parent Qualification

- Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

Attendance

- Attendance in some form or the other is required in all countries that enforce education.

Evidence Presentation

- Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Private School Status

- Some states or countries consider homeschools as private schools, thus homeschools fall under the private school regulations.

Perennialist curriculum?

- The perennialist curriculum is universal and is based on the view that all human beings possess the same essential nature, and must therefore be educated in the same way.
- Perennialists emphasize that students should not be taught information that may soon be outdated or found to be incorrect.
- Perennialists value the past and teach universally agreed upon knowledge and cherished values of the society.

Evolution of culture.

- It is this plastic period of necessary dependence that has furnished the opportunities for inducting each generation into its heritage of culture.
- The cultures of primitive people are relatively simple and can be transmitted by imitation or by coming-of-age ceremonies.
- Primitive peoples pamper and indulge their offspring.
- They do not sense a responsibility to provide for their own future, much less for the future of their children.
- More highly organized systems of education, however, become necessary with the development of more complicated cultures.

How Plato originated dialectic method?

- The dialectic method is also called the Socratic method.
- The method originates from Socrates' teaching style.
- His ideas were only transferred orally, Plato was the one who wrote them down and refined the method.
- All thinking begins with a thesis or a point of view.

Perennialist teacher or Role of Perennialist Teacher

- Perennialist classrooms are teacher centered in order to develop the students intellectual & moral qualities through dissemination of Western traditions.
- The teachers are not concerned about the students' interests or experiences.
- They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind.
- Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

How education achieve character training

- Character training in Aristotle's scheme of education takes precedence over all other immediate objectives of the school.

3 roles of teacher according to Jasper

Guiding Hand:

- Children must be educated according to their own inclinations & abilities under the guiding hand of the educator.

Lifelong Education:

- Jaspers was in no doubt about the fact that the value of school is directly bound with the quality of its teachers who can only perform their task of educating young people through life-long self-education & training.

Need for Substance:

- Good teachers must recognize the need for substance in their teaching, which only research can provide.

Intuitive, traditional and expert learner?

The Intuitive Learner

- The Intuitive learner reflects neurobiological and developmental constraints which are purely genetic in nature.
- All human beings are subjected to these constraints.

Traditional Learner

- These learners are often subjected to historical and institutional constraints that are embedded in schools.
- Schools have evolved over the centuries to serve certain societal purposes in certain ways.
- These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.

Expert Learner

- Expert learner faces certain disciplinary and epistemological constraints that comes to operate within any field of expertise over the years.

Who was Maria Montessori and what was her major focus on?

Maria Montessori was a very famous and influential educational philosopher.

- Maria Montessori was born in 1870 and died in 1952. - She was a clinical paediatrician. (Dr of infants) - She was an educator.
- Maria Montessori wanted to become an engineer before she switched her allegiance to medicine.
- She based her work on observation rather than theories.
- She never claimed to have invented or created a new procedure.
- She always cited other sources or philosophers.
- Her interests were in mental health.
- She worked with children with mental deficiencies and applied that knowledge to neurotypical children.
- She observed young ‘idiot children’ in asylums.
- She believed that mental deficiency was at root a pedagogical problem.

Criticism on democratic education

Democratic education has certain vocational aims which are a continuation of its educational aims.

Dependence of Children

Children at a young age are incapable of doing many things, thus they require authoritative figures to guide and direct them.

Lack of Authority

Society as a whole needs to reestablish the value of authority, while nevertheless empowering and educating students according to their way.

Extreme Philosophy

Critics believe that democratic education is an extreme philosophy where students have all the rights and teachers have none.

Learning

Children left to their own devices will never voluntarily learn anything challenging or worthwhile.

Self-directed?

Critics raise the important question of whether democratic education is really self-directed or not.

Tyranny of Majority

Democratic education would mean that every student has to suffer through core curriculum that would stifle the individualism of students.

Essentialism

- Essentialism is a content centered educational approach.

Empiricist and rationalist school of thought focus on?

- **Rationalist:** Thinks analytically
- **Empiricist:** Thinks synthetically

3 characteristics of idealism philosophy.

- Ideas are the only true reality.
- Focus on conscious reasoning in mind.
- Mind vs. the material world (When you travel from the world which is material towards the world which is spiritual, and when you reach the spiritual world, you in fact find the ultimate truth.)

Socialization according to homeschoolers.

- The word socialization holds a different meaning for different people.
- By socialization, some mean social activity, others mean social influence, and yet others mean social exposure.
- Socialization is often defined by homeschoolers as the process whereby people acquire the rules of behaviors and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society.

Maria Montessori Prepared environment.

- Each prepared environment should only have one set type of material
- One piece of each material enables the child to reduce his mind to order
- Orderliness, hygiene & attractiveness of the furnishings
- Environment must have a calming effect on children
- Use of natural wood materials
- There should be no objects to distract children's attention

- Bare floors
- Few tables & chairs of different sizes to accommodate all children - Soft pleasing colors

Maria Montessori views about developing reading

Beginning Reading

- Children practiced reading words mechanically before reading 'logical' text.
- Between 4 and 7 years, children were word lovers and understood words.

Oral Reading

- Montessori stressed that the child who begins to read by interpreting thought should read mentally.

Ignorance Comes from Evil

- Ignorance: Socrates believed that the root of moral evil is ignorance. Through ignorance, humans can misplace or loose knowledge.
- Since humans have the ability to 'know' or to rediscover the knowledge, it is up to them to either remain ignorant or to search for the truth.
- Human mind has indefinite potential. It is only natural that man would want to know more because once an individual gets onto the path of discovery, there is no end.

Teaching implications derived from Jean Piaget Philosophy

1. A focus on the process of children's thinking, not just its products.
2. Recognition of the crucial role of children's self-initiated, active involvement in learning activities.
3. A de-emphasis on practices aimed at making children adult like in their thinking.
4. Acceptance of individual differences in developmental progress.

Curriculum that Plato suggested has three aspects

Depth:

- Studies must not be limited to subjects that are new or meet occupational needs. - Most contemporary problems have solutions in the great literature of the past.
- Philosophers have debated issues such as individual, society & their relationship since the beginning of thought.
- Studying such philosophers in-depth constitutes a quality education.

Holistic Learning:

- Specialized learning is useless.
- Students must see the whole instead of the partial.
- 'Important' subjects such as the natural sciences are of maximum value only when they help us see the whole picture.
- Dialectic aims at achieving holistic learning.
- Holistic learning requires a critical attitude, background in mathematics, and extended study.

Self-Directed:

- A student should learn with interest and through self-motivation.
- An educational direction given by another does not have the same affects as selfdirected studies.

General Education

- A lifelong education which continues after the end of formal schooling.

- It is around the age of 60 that a person becomes generally educated, and is wise & mature.

Principles of Progressivism

1. The process of education finds its genesis and purpose in the child.
2. Pupils are active rather than passive.
3. The teacher's role is that of an advisor, a guide, a fellow traveler, rather than an authoritarian and classroom director.
4. The school is a microcosm of the larger society. Learning should be integrated.
5. Classroom activity should focus on solving problems, rather than on artificial methods of teaching subject.
6. The social atmosphere of the school must be cooperative and democratic.

MUHAMMAD IMRAN

EDU601 Philosophy of Education

PAST SOLVED PAPERS FINAL TERM

Define philosophy of education?

Philosophy is a combination of two Greek words ‘Philo’ meaning love and ‘Sophia’ meaning wisdom. So, love for wisdom is the meaning of philosophy.

Educational Philosophy: The philosophical study of education and its problems, its central subject matter is education, and its methods are those of philosophy.

What is Bloom's philosophy of education?

Blooms educational philosophy stems from his need to define the nature of education, democratic education & its implications, and the importance of liberal education.

Nature of Education:

- For Bloom, education is not real or meaningful, if it does not respond to a felt need.
- Education must be in response to a need of humanity.

Liberal Education:

- Blooms educational philosophy promotes liberal education.

Human Completeness

- For Bloom, the goal of education must be human completeness.

Higher Education

The focus of Bloom’s educational philosophy was higher education, as he believed the university education had vastly deteriorated owing to certain social and political issues of the time.

Criticism on Bloom's philosophy?

Bloom was often called vengeful, reactionary and antidemocratic, talking against the American students and the American universities.

Closing of the American Mind:

- Bloom’s choice of title was vastly criticized.
- Critics were outraged that Bloom labelled young Americans to be close minded.

Philosopher

Bloom’s status as a philosopher was often criticized by critics who maintained that his writings were only focused on a study of classics and there was no philosophy in it.

Great Books

- The Great Books course of Bloom was often criticized due to its restricted and narrow conception of classics.
- Chomsky criticized Blooms emphasis on a Great Books curriculum, maintaining that its effect would be:
  ‘Students will end up knowing and understanding virtually nothing’

Social Issues:

Critics point out that Bloom discussed all major social and political issues in the lives of students of his time but was silent on gay rights despite the rapid spread of the concept at that time.

Characteristics of curriculum According to John Dewey?

Dewey believed that curriculum should be ultimately producing students who would be able to deal effectively with the modern world.

Child based:

- Curriculum should include the child's own preconceptions and should incorporate how the child views his own world.
- Curriculum should build an orderly sense of the world where the child lives.

Activities of Life in Classroom:

- Dewey combined subject areas and materials, and by doing this, he made connections between subjects and the child's life.

Characterization of Children's Behavior:

Dewey uses four instinct or impulses to characterize children's behavior:

- Social
- Constructive
- Expressive
- Artistic

Things to learn counting 0-10, According to Maria Montessori?

Number Rods

- Painted in red and blue divisions measuring 10 cm. from 1 to 10

Spindle Box

- The spindle box was used to place the correct number of spindles placed in compartments 0 to 9

Small Cubes & Number Cards

- Small cubes and number cards marked 1 to 10 would be set out in an orderly manner.

Sandpaper Numerals

- Sandpaper numerals were used in preparation for written examples and a brief explanation of how to use the number rods.

Do you agree home schooling is important and why?

No, I don't think so that homeschooling is important. Because the main and most prominent drawback of homeschooling is isolation and no social interaction. Although in some cases homeschooling is fruitful too. Where there are the following issues:

- Transportation & convenience
- Inaccessibility of schools
- Behavior problems of children
- Concerns over safety

What is home Schooling?

Homeschooling is the oldest and most ancient educational philosophy. In times before formal schooling started, some children were sent away to study with great philosophers and thinkers, however, most children learned life skills from their parents, while staying at home.

What is pragmatism?

Pragmatism is a contemporary educational theory. Pragmatists believe that reality is actually what is experienced is subjective and is also changing. Pragmatics maintains that practical consequences are the criteria of knowledge, meaning and value.

Criticism on classical education?

Joy of Learning

- Many critics believe classical education to be too formal.
- They believe it makes learning a chore rather than a joyous activity.

Knowledge Transmission

- Classical education is often seen as transference of the accumulated knowledge of the society to its youth.
- Critics believe that education should be more than just the transmission of knowledge.
- They question whether classical education imparts wisdom.

Individuality

- Classical education is criticized because it fails to satisfy the individual needs, interests and capabilities of students.

Education for Virtue

- Most classical educationalists or philosophers focused on education as a way to make the student virtuous.
- Critics point out that education should be for the mental development of a person and that the soul or its virtue should have nothing to do with education.

Liberal education?

- Trains individuals in liberal arts that are arts of learning.
- It is preparatory.
- Liberally trained students acquire the skill to go on learning after they have graduated, but unless they continue their education, they would never become generally educated humans.

Closing of the American mind?

- 1987
- Criticism of contemporary American higher education
- Spiritual disintegration of students
- Blamed the post-modern and multicultural trends in education
- Nietzschean relativism
- Sexual revolution

Teacher's role Essentialism?

- For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught.
- The teacher is the focus of the classroom activity.
- The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.

Sensorial Education and its aims?

Montessori made it clear to the educators that the senses were the most neglected in the learning process

- Montessori used sensory materials to provide sensorial education to the children.
- Each child was introduced to each piece of material individually.
- The aim was self-instruction regarding each material.
- The reward was waiting for the spontaneous reaction of children and observing it.

Aims of Sensorial Education

- Attention and concentration
- Order of the mind
- Errors & Self-correction

Write any two sources that purpose bloom for student enlightenment?

- Movies
- Political gatherings

Criticism on teaching and research, Jaspers?

- Critics disapproved of Jaspers' belief that teaching & research are inseparable and a good teacher must be a good researcher as well.
- Those who separate teaching and research tend to view all teaching as the transmission of basic information about a subject matter; thus, teaching becomes equated here wholly with scholastic instruction.

Teacher role according to Jean Piaget?

Facilitation:

- The teachers' main role is the facilitation of learning by providing various experiences for the students.

Discovery Learning:

- "Discovery Learning" allows opportunities for students to explore and experiment, while encouraging new understandings.

Opportunities:

- Opportunities that allow learners of different cognitive levels to work together often help encourage less mature students to advance to a higher understanding of the material.

Hands on Experience:

- Teachers can also assess students with the use of hands on experiences to help students learn.

Learning:

- Children are innately curious and motivated to learn, whether or not they receive external rewards and encouragement. - Teachers must manipulate this.

Assimilation & Accommodation:

- These are the stages where learning takes place.
- When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows.
- This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

According Gardner mind of unschooled person?

Gardner believes that in nearly every older student who has gone through the rigorous schooling experience, there is a five-year-old 'unschooled' mind struggling to get out and express itself.

What is visual learning how children learn through visual learning?

- Visual learners are doodlers and artists and everything in between.
- They have a keen understanding of color and lines.
- Pictures, images, and art appeal to these learners.
- The visual learner enjoys painting, graphing and creating maps.
- Drawing charts, creating diagrams, using colors and spatial relationships gives understanding to the lessons they are learning.

What you understand about institution republican's democracy?

Institutional Republicanism understands the Constitution as establishing a republic with a limited representative government. Public education is understood as necessary to support government-centred institutions. The focus is on preparing citizens for orderly civic participation centred on obeying the law and voting in national, state, and local elections. Public education's role is primarily one of promoting social stability to ensure political continuity and economic growth

Young people are to acquire the knowledge, skills, and dispositions necessary for informed and responsible consumption of material goods (economic productivity) and non-material civic benefits (individual rights)

What is obedience? difference between absolute and voluntary obedience?

Obedience is an essential feature in the character of a child, especially of a boy or girl. "Adopting a particular course of action from a sense of duty means obeying the dictates of reason".

Types of Obedience:

There are two types of obedience according to Emmanuel Kant:

Absolute Obedience:

- Obedience without question
- Necessary to prepare the child for the fulfilment of laws that he will have to obey later, as a citizen, even though he may not like them.

Voluntary Obedience:

- Obeying what feels good and reasonable and moral.

Write five points of preoperational Piaget development stage?

- 2 - 7 years
- The preschool child is in the preoperational stage of development.

- In contrast to the infant, the preschool child recognizes that objects exist even when he does not touch them.
- The preschooler has developed his own system of symbols (images, props, and words) to represent objects in the real world.
- Learns to use language and to represent objects by images and words.
- Thinking is still egocentric.
- The child has difficulty taking the viewpoint of others.
- Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour.

Explain logic in classical education?

6th – 8th Grades

- Also known as the dialectic stage.
- This stage typically lasts from 6th to 8th grades.
- By fifth grade, a child's mind begins to think more analytically.
- Middle-school students are less interested in finding out facts than in asking 'Why?'
- Brings the grammar of disciplines into ordered relationships.
- During this time, children's capacity for abstract thought expands rapidly.
- Children become attracted to argumentation and abstract ideas.
- They are taught how to analyze, reason, question, evaluate and critique.
- Logic, the art of arguing correctly, is taught as a core subject.
- The introduction of formal logic shifts the focus from mere facts to understanding relationships.
- Students learn to reason as they identify critical assumptions, logical fallacies and inconsistencies.
- It is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

How learning take place in unschooling?

Holt believed that learning happens through:

- Play
- Household responsibilities
- Personal Interests
- Curiosity
- Internships
- Work Experience
- Travel
- Books
- Elective Classes
- Mentors
- Social Interaction

Why Maria Montessori emphasis home environment?

Home Environment

- No set homework was given so child could be left to parent's discretion at home.
- Parents were asked to complement the Montessori classroom at home by implementing its principles.
- Parents were discouraged from practicing prizes and punishments activity.

- Montessori helped parents understand the sensitive periods of the child.
- Montessori emphasized on a harmonious relationship between the family, child and the teacher.

What task school perform according to Karl Jaspers?

Tasks of School:

- Firstly, the schools must arouse the historical spirit of the community and of life through the symbols of that community.
- This can be done through consideration of the previous history of the community & through contact between young people & their educators.
- Secondly, schools must enable students to learn & practice everything which is necessary for work and for a profession.
- This is a matter of deliberate planning.

Role of Primary School:

- Jaspers emphasizes the exceptionally important role of the primary school that lays the moral, intellectual & political foundation for the entire population.

Write concept of rejection of religion criticized.

- Condemns Dewey's rejection of organized religion.
- Argues that Dewey's enmity toward organized religion has been absorbed in American education.
- This adoption of rejection of religion by the educational establishments has led to the deterioration of morality and traditional values in education.

On what aspect of modern university jaspers showed a discontent to it.

Jaspers showed a discontent with the function of modern university which he believed were limited to:

- Research
- Training
- Professional education
- Transmission of a particular kind of culture

Who was Paulo Freire?

- 1921-1997
- A Brazilian whose experiences living in poverty led him to champion education and literacy as the vehicle for social change.

How does Maria Montessori defend herself against critics?

- Montessori never claimed to have produced a theory.
- She acted on what children revealed to her through observation.

How education is defined by John Holt.

Holt defines education as something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know.

Write 3 main criticism on philosophy of John Dewey?

- Dangerously radical
- Rejection of Religion

- Experimentalism

Write 3 criticism on philosophy of ALLEN Bloom.

- Closing of the American mind
- Great Book
- Social Issues
- Philosopher

What are three form of democracy.

- Institutional Republicanism
- Popular Democracy
- Deep Democracy

Write three characteristics of skilled leaner?

- Disciplinary Expert
- An individual of any age who has mastered the concepts and skills of a discipline or domain and can apply such knowledge appropriately in new situations.
- Included in the ranks of the disciplinary experts are those students who are able to use the knowledge of their physics class or their history class to illuminate new phenomena.
- Their knowledge is not limited to the usual text-and- test setting, and they are eligible to enter the ranks of those who “really” understand.

Write a note on the idea of university by Karl Jasper?

Most of Jaspers educational philosophy focused on University education rather than school.

Function:

- The university is meant to function as an intellectual conscience of an era.
- It is a meeting place of different disciplines and world outlooks.

Research:

- Research is a major function of Jasper’s university.
- Discovery & research is an indivisible whole.
- Scholarship depends on a relation to the whole.

Science & Scholarship:

- Science & scholarship are meaningful only when they are part of a comprehensive intellectual life that is the very life blood of university.

Objectives of University:

- Research
- Education
- Instruction

Communication:

- To reach the stated objectives, scholars must communicate with each other and with students, who in turn must communicate with each other

Briefly explain the experiment of selecting rational method in your own words?

- Montessori wanted to find a rational method of teaching writing.
- She found a more rational method based on clear language.
- Observed that spoken language began at birth as a natural function.
- Observed that every infant created his mother tongue by himself.
- Emphasized that language development was not taught but was natural and spontaneous.
- Infant's thought was fixed by one word – a noun
- Child had a greater understanding of language than his power to use language.

Give five reason why do parents prefer home schooling for their children.

Lack of Confidence in the Educational System

- Many parents believe they can provide better education then any public or private school.

Parents did not think that the academic standards of the schools were satisfactory.

Religious or Spiritual Beliefs

- Parents feel that religion has fallen to a distant second place in a school education.
- Some religions dictate rules or beliefs that are best adhered to or met in a homeschool setting.

Special Needs

- A child with special needs may thrive in a homeschool environment.
- These special needs may be specific to learning style, development level, or overall physical health.
- These children may require more or specialized attention, instruction, and interaction from a teacher within a conventional classroom.

Parenting Philosophy

- Parents believe that they can better foster desirable character traits and morals in their children than might be encouraged in a conventional school.
- Through homeschooling, parents hope to instill their personal morals and values in their children.

Unattainable Private Schooling

Many parents who prefer private schooling over public schooling chose to homeschool in case of inability to send their children to private schools due to various reasons.

Other Reasons

- Transportation & convenience
- Inaccessibility of schools
- Behavior problems of children - Concerns over safety

Write any five aims of classical education.

- The ancient and medieval scholars started their educational program by defining the end goal — the study of philosophy and theology.
- They understood that students must work through the Trivium and Quadrivium as preparation for these higher orders of thought.

  Moving from the Trivium to the Quadrivium, Classical educationalists hope to sharpen the abilities of maturing wise students who are thoroughly preparing for their university studies.
- Classical education is focused on presenting information and skills in a logical sequence at an age-appropriate time, thoroughly and continuously preparing students to progress to higher levels of thought.
- The unity of the seven liberal arts and their proper study aims at producing an individual with a harmonious and well-ordered soul who would reason well, judge rightly, and live virtuously.
- Classical education hopes to contribute to the formation of a generation of leaders who are life-long learners, educated and articulate citizens who are capable of understanding complex issues, discerning noble choices, and living virtuously in service to others.

Difference between imagination, fantasy, and creativity.

- All fantasy is imagination but all imagination is not always fantasy. Fantasy is about the unreal. Imagination can be both. Imagination has led to all the great (and not so great) innovations of our time. ‘Imagination is a tool to discover truth’
- Creativity means, there is nothing by the way of experience yet something comes up.

Write point on concrete operational development by Piaget's.

Concrete Operational Stage:

- 7 - 11 years
- In this stage children evolve from prelogical, egocentric thinking to a more ruleregulated type of thinking.

Logic:

- Child can think logically about objects and events.
- Some of the rules of logic include reversibility, identity, and compensation.

Understanding of Numbers:

- Child achieves understanding of number (age 6), mass (age 7), and weight (age 9).

Object Classification:

Classifies objects according to several features and can order them in series along a single dimension such as size.

- One activity that a child at this age would enjoy is a cooking activity with their mom or dad.

Measurements:

- Baking involves measurements, which would be useful to the concept of conservation.
- Measuring cups come in all different shapes so it would be fun to measure the exact same measurement using different types of measuring utensils.

Ingredients:

- Also the ingredients could be classified into different categories such as the dry ingredients and the wet ingredients and so on.

Nature of knowledge by Jaspers.

Reliable Knowledge:

- Jaspers was particularly conscious of the theoretical difficulties of securing reliable knowledge.

Objectivity:

- Even if a particular kind of knowledge is universally valid, it is not absolutely objective.
- Knowledge is the product of a particular method chosen by the investigator.

Universal Validity:

- Since knowledge cannot be completely objective, it cannot be universally valid; hence Jaspers definition of universal validity relies upon universal consensus.

Scientific & Philosophical Knowledge:

- Jaspers analyzed the relationship between science and philosophy, as he believed both to be an integral part of education.

Methodical Knowledge:

- Scientific knowledge is methodical knowledge, i.e. we know by what means it was arrived at and in what sense and within what limits it holds good.

Certain Knowledge:

Scientific knowledge is absolutely certain, i.e. it stands the test of any reasoning; it must be distinguished from the convictions by which man may live and be prepared to risk his life.

General Validity:

- Scientific knowledge has general validity, i.e. it is recognized without limitation by everyone who understands it; it stands in contrast to any other form of knowledge in which man may place unlimited faith.

Intelligence theory by Howard Gardner.

Theory of Multiple Intelligences

- Humans have several different ways of processing information, and these ways are relatively independent of one another.
- The theory of multiple intelligences allows for the idea that there is more than one way to define a person's intellect.
- Gardner opposes the idea of labeling learners to a specific intelligence.
- He argues that each individual possesses a unique blend of all the intelligences.

What do you know about Rousseau Emile? and emile focus? 5 marks

Criticism on Maria Montessori prepared environment.

- A prepared environment is artificial.
- One cannot decide which prepared environment is best.

How school appearance show equality?

- In recent years, attention has been focused on the need for freedom and equality in schools.
- Montessori Method gave children equal importance.
- They were all 'heard'
- Children can be freed and guided towards making sound decisions at the same time.

Characteristics of Kant character development.

- Humans are the only beings in need of an education.
- Concern for child development & learning through activities.
- "Children ought to be educated, not for the present, but for a possibly improved condition of man in the future; that is, in a manner which is adopted to the idea of humanity and the whole destiny of man." Kant – Thoughts on Education

Write three points of Quadirvium.

- The Quadrivium followed the preparatory work of the Trivium.
- The Quadrivium is expected to be the preparatory work for the pursuit of philosophy.
- The Quadrivium in its modern day application may be considered the study of numbers and its relationship to physical space or time.

Learning process by progressivist.

- Learning is rooted in the questions of learners that arise through experiencing the world.
- Learning is active, not passive.
- The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

Jaspers view about education

'Helping the individual to come into his own in a spirit of freedom and not like trained animal'.
'Education is accomplished when contents are freely acquired; but it fails when it is authoritarian'

Allan Bloom Areas of Interest.

- Greek philosophy
- History of philosophy
- Political philosophy
- Politics

What is leaning style? who is a physical/ Kinesthetic learner and interpersonal learner?

Learning Style

A learning style is a method of perceiving and processing information.

Physical Learner

- The physical or kinesthetic learner can be identified through his or her restlessness.
- These learners think best while on the move.

Intrapersonal

- Intrapersonal learners are usually shy and introverted.
- They think better when allowed to focus completely and independently.
  Intrapersonal learner excels when learning new information via self-paced activities or independent projects.
- They prefer to do things alone rather than as part of a large group.

What are democratic schools?

- Democratic schools are generally based upon a notion of genuine participatory democracy, practiced everywhere throughout society, with all ages of people.
- According to the proponents of democratic education, young people ought to have the power (and responsibility) in the schools where they spend so much of their lives.

Need for Democratic Education?

- Today, the developed world at large believes in democracy as the preferred form of government.

- It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

Sports Resources for Doers.

- Holt believed that sports resources were also essential for a person's education, as we are, by nature, active, playful, and game loving creatures.
- Among outdoor sports resources, Holt has mentioned running, bicycling, skating etc.
- He believed that such activities are an important part of ones learning process as they are also an important part of one's daily routine, e.g. getting from one place to another through walking or bicycling.
- He also mentions many indoor sport resources such as gymnastics, tumbling and squash.
- Board games such as chess also help develop a person's mental capacities, thus becoming another source of learning.

Define Progressivism in your own words.

Progressivists believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world.

The Formal Approach

School-at-Home

This school-at-home, or formal approach means that the education process is the same as at school, except that it is taking place at home.

Parent-Teacher

The parent or parents who are responsible for the education of the child act as a traditional classroom teacher during the study hours.

School Rooms at Home

Homeschooling parents employing the formal approach often specify a room at home to act as a traditional classroom.

School Schedules

Homeschooling parents using this approach also prescribe schedules for their children to adhere by.

Curriculum

Homeschooling parents using this approach strictly follow a school like curriculum in the process of educating their child.

Summer School

Often, these parents incorporate summer school (at home) in their children's schedules as well.

Extracurricular Activities

Like at a traditional school, extra-curricular activities are also an important part of the formal approach to homeschooling.

Why parents' involvement is important according to Maria Montessori?

- Parents play a very important role in a child's education.
- Montessori believed in the union of the family and the school in the matter of educational aims.
- Mothers were allowed to visit the classroom at any time to observe.

- Idea of collective ownership of school by parents & teachers was promoted.
- Teachers must be available to parents for regular discussions of their child's development.
- Child psychology in education was discussed with parents.

Deep Democracy

- Deep Democracy advocates full participation in all aspects of social and civic life--not only those conventionally identified as 'political'.

  Beyond the teaching of core democratic values and dominant institutional arrangements, public education is to provide direct experience with practices of collective civic engagement.
- Young citizens are to enact complex processes of teaching / learning that lead to deliberative competence, social imagination, and inclusive participation in social transformation.
- Deep Democracy and its educational imperatives have yet to be widely established and sustained.
- Confronted with fundamentally non-democratic social structures, civic education for Deep Democracy faces formidable resistance.
- Civic educators must address tensions between the instructional requirements of individual vs. social learning along with recognition of private achievement vs. collaborative accomplishment.

Platonic Idealism.

- The search for absolute (universal) truth in all fields of life.
- Truth is perfect and eternal.
- Dialectic (Means a two sided conversation. In dialectic, two persons will talk from their perspectives and when they bring up their knowledge, they create a new knowledge by the end of the time.)
- Humans have lost the knowledge that souls possess.
- It is the responsibility of humans to search for that knowledge and truth in order to lead a good and virtuous life.

Freeform learning

Freeform learning or unschooling is an approach used by parents who are severe critics of the traditional schooling.

How learning takes place according to John Holt?

'Doing' as Effective Education

- By doing, Holt includes actions such as talking, listening, writing, reading, thinking and even dreaming in addition to.
- Holt describes doing as a way of making education more effective, as education's ineffectiveness was a dilemma of his time, as it still is today.

Learning Experiences

- Holt criticizes the commonly held belief about there being two kinds of learning experiences, i.e. experiences from which we learn, and experiences from which we don't learn anything.
- Holt believes that there is no experience from which we don't learn.
- We learn something from everything we do, and everything that happens to us or is done to us.

Interest in Learning

- Holt believed that we are unlikely to learn anything good from experiences which do not seem to us closely connected with what is interesting and important in the rest of our lives.

Curiosity

- Holt also maintained that curiosity is never idle, it grows out of real concerns and real needs.

Learning Environment

- Holt suggested an environment where children are not taught, rather they are facilitated.
- There should be no rules, no mandatory attendance, and no structure – just uninhabited learning.

John Dewey's thoughts?

What is Freedom according to Maria Montessori?

- Montessori suggested freeing the child's spirit (mind).
- For this, children required a stress free environment.
- Montessori wanted to eliminate slavery in pedagogy.
- She believed they needed both physical & mental freedom to develop normally.

5 points on homeschooling laws?

Universal Free Public Education

- With the advent of free public education, came compulsory attendance statutes and truancy regulations.

Limiting State Control Over Education

- The 1920's stood witness to the leading major court cases limiting the power of government to control education.

Parent Qualification

- Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

Attendance

- Attendance in some form or the other is required in all countries that enforce education.

Evidence Presentation

- Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Private School Status

- Some states or countries consider homeschools as private schools, thus homeschools fall under the private school regulations.

Progressivist theory?

Perennalist curriculum?

- The perennialist curriculum is universal and is based on the view that all human beings possess the same essential nature, and must therefore be educated in the same way.
- Perennialists emphasize that students should not be taught information that may soon be outdated or found to be incorrect.
- Perennialists value the past and teach universally agreed upon knowledge and cherished values of the society.

Evolution of culture.

- It is this plastic period of necessary dependence that has furnished the opportunities for inducting each generation into its heritage of culture.
- The cultures of primitive people are relatively simple and can be transmitted by imitation or by coming-of-age ceremonies.
- Primitive peoples pamper and indulge their offspring.
- They do not sense a responsibility to provide for their own future, much less for the future of their children.
- More highly organized systems of education, however, become necessary with the development of more complicated cultures.

Trivium of education of learning

Developmental Stages

- Grammar
- Logic
- Rhetoric

The trivium covers elementary through high school ages.

Learning

Trivium-based education organizes learning around the maturing capacity of a child's mind by using teaching methods and materials specific to each stage of development.

Grammar of trivium in your own words

How Plato originated dialectic method?

- The dialectic method is also called the Socratic method.
- The method originates from Socrates' teaching style.
- His ideas were only transferred orally, Plato was the one who wrote them down and refined the method.

- All thinking begins with a thesis or a point of view.

Perennialist teacher or Role of Perennialist Teacher

- Perennialist classrooms are teacher centered in order to develop the students intellectual & moral qualities through dissemination of Western traditions.
- The teachers are not concerned about the students' interests or experiences.
- They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind.
- Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

Free Schools

- Free schools that offer courses on a number of different topics that learners may take on their own discretion.
- Beacon Hill Free School, Boston.
- Free schools are a lot like traditional centers of adult education, except that they have the least bit of administrative structure and more diversity.
- Free schools are not built around a political ideology.
- It gives them a broader base in the community.
- Free schools charge no money, therefore they do not need to guarantee anything to students.
- This arrangement makes them the perfect centers of unschooling.
- An important thing to consider is that free schools are not at all costly.
- Students don’t pay, and teachers aren't paid.

How education achieve character training

- Character training in Aristotle’s scheme of education takes precedence over all other immediate objectives of the school.

3 roles of teacher according to Jasper

Guiding Hand:

- Children must be educated according to their own inclinations & abilities under the guiding hand of the educator.

Lifelong Education:

- Jaspers was in no doubt about the fact that the value of school is directly bound with the quality of its teachers who can only perform their task of educating young people through life-long self-education & training.

Need for Substance:

- Good teachers must recognize the need for substance in their teaching, which only research can provide.

Intuitive, traditional and expert learner?

The Intuitive Learner

- The Intuitive learner reflects neurobiological and developmental constraints which are purely genetic in nature.
- All human beings are subjected to these constraints.

Traditional Learner

- These learners are often subjected to historical and institutional constraints that are embedded in schools.
- Schools have evolved over the centuries to serve certain societal purposes in certain ways.
- These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.

Expert Learner

- Expert learner faces certain disciplinary and epistemological constraints that comes to operate within any field of expertise over the years.

Who was Maria Montessori and what was her major focus on?

Maria Montessori was a very famous and influential educational philosopher.

- Maria Montessori was born in 1870 and died in 1952. - She was a clinical paediatrician. (Dr of infants) - She was an educator.
- Maria Montessori wanted to become an engineer before she switched her allegiance to medicine.
- She based her work on observation rather than theories.
- She never claimed to have invented or created a new procedure.
- She always cited other sources or philosophers.
- Her interests were in mental health.
- She worked with children with mental deficiencies and applied that knowledge to neurotypical children.
- She observed young 'idiot children' in asylums.
- She believed that mental deficiency was at root a pedagogical problem.

Criticism on democratic education

Democratic education has certain vocational aims which are a continuation of its educational aims.

Dependence of Children

Children at a young age are incapable of doing many things, thus they require authoritative figures to guide and direct them.

Lack of Authority

Society as a whole needs to reestablish the value of authority, while nevertheless empowering and educating students according to their way.

Extreme Philosophy

Critics believe that democratic education is an extreme philosophy where students have all the rights and teachers have none.

Learning

Children left to their own devices will never voluntarily learn anything challenging or worthwhile.

Self-directed?

Critics raise the important question of whether democratic education is really self-directed or not.

Tyranny of Majority

Democratic education would mean that every student has to suffer through core curriculum that would stifle the individualism of students.

Essentialism

- Essentialism is a content centered educational approach.

Empiricist and rationalist school of thought focus on?

- **Rationalist:** Thinks analytically
- **Empiricist:** Thinks synthetically

3 characteristics of idealism philosophy.

- Ideas are the only true reality.
- Focus on conscious reasoning in mind.
- Mind vs. the material world (When you travel from the world which is material towards the world which is spiritual, and when you reach the spiritual world, you in fact find the ultimate truth.)

Socialization according to homeschoolers.

- The word socialization holds a different meaning for different people.
- By socialization, some mean social activity, others mean social influence, and yet others mean social exposure.
- Socialization is often defined by homeschoolers as the process whereby people acquire the rules of behaviors and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society.

Maria Montessori Prepared environment.

- Each prepared environment should only have one set type of material
- One piece of each material enables the child to reduce his mind to order
- Orderliness, hygiene & attractiveness of the furnishings
- Environment must have a calming effect on children
- Use of natural wood materials
- There should be no objects to distract children's attention
- Bare floors
- Few tables & chairs of different sizes to accommodate all children - Soft pleasing colors

Maria Montessori views about developing reading

Beginning Reading

- Children practiced reading words mechanically before reading 'logical' text.
- Between 4 and 7 years, children were word lovers and understood words.

Oral Reading

- Montessori stressed that the child who begins to read by interpreting thought should read mentally.

Jasper Criticism of Concept of University

- Critics have objected to Jaspers conception of a university to be too aristocratic.
- Jaspers only allows the very best to become a part of the university.
- University becomes a domain of special privilege which is very antidemocratic.

Ignorance Comes from Evil

- Ignorance: Socrates believed that the root of moral evil is ignorance. Through ignorance, humans can misplace or loose knowledge.
- Since humans have the ability to 'know' or to rediscover the knowledge, it is up to them to either remain ignorant or to search for the truth.

- Human mind has indefinite potential. It is only natural that man would want to know more because once an individual gets onto the path of discovery, there is no end.

Teaching implications derived from Jean Piaget Philosophy

1. A focus on the process of children's thinking, not just its products.
2. Recognition of the crucial role of children's self-initiated, active involvement in learning activities.
3. A de-emphasis on practices aimed at making children adult like in their thinking.
4. Acceptance of individual differences in developmental progress.

Curriculum that Plato suggested has three aspects

Depth:

- Studies must not be limited to subjects that are new or meet occupational needs. - Most contemporary problems have solutions in the great literature of the past.
- Philosophers have debated issues such as individual, society & their relationship since the beginning of thought.
- Studying such philosophers in-depth constitutes a quality education.

Holistic Learning:

- Specialized learning is useless.
- Students must see the whole instead of the partial.
- 'Important' subjects such as the natural sciences are of maximum value only when they help us see the whole picture.
- Dialectic aims at achieving holistic learning.
- Holistic learning requires a critical attitude, background in mathematics, and extended study.

Self-Directed:

- A student should learn with interest and through self-motivation.
- An educational direction given by another does not have the same affects as selfdirected studies.

General Education

- A lifelong education which continues after the end of formal schooling.
- It is around the age of 60 that a person becomes generally educated, and is wise & mature.

Principles of Progressivism

1. The process of education finds its genesis and purpose in the child.
2. Pupils are active rather than passive.
3. The teacher's role is that of an advisor, a guide, a fellow traveler, rather than an authoritarian and classroom director.
4. The school is a microcosm of the larger society. Learning should be integrated.
5. Classroom activity should focus on solving problems, rather than on artificial methods of teaching subject.
6. The social atmosphere of the school must be cooperative and democratic.