

Educational Philosophies Definitions and Comparison Chart

Within the epistemological frame that focuses on the nature of knowledge and how we come to know, there are four major educational philosophies, each related to one or more of the general or world philosophies just discussed. These educational philosophical approaches are currently used in classrooms the world over. They are Perennialism, Essentialism, Progressivism, and Reconstructionism. These educational philosophies focus heavily on WHAT we should teach, the curriculum aspect.

Perennialism

For Perennialists, the aim of education is to ensure that students acquire understandings about the great ideas of Western civilization. These ideas have the potential for solving problems in any era. 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. Teaching these unchanging principles is critical. Humans are rational beings, and their minds need to be developed. Thus, cultivation of the intellect is the highest priority in a worthwhile education. The demanding curriculum focuses on attaining cultural literacy, stressing students' growth in enduring disciplines. The loftiest accomplishments of humankind are emphasized— the great works of literature and art, the laws or principles of science. Advocates of this educational philosophy are Robert Maynard Hutchins who developed a Great Books program in 1963 and Mortimer Adler, who further developed this curriculum based on 100 great books of western civilization.

Essentialism

Essentialists believe that there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis in this conservative perspective is on intellectual and moral standards that schools should teach. The core of the curriculum is essential knowledge and skills and academic rigor. Although this educational philosophy is similar in some ways to Perennialism, Essentialists accept the idea that this core curriculum may change. Schooling should be practical, preparing students to become valuable members of society. It should focus on facts—the objective reality out there—and “the basics,” training students to read, write, speak, and compute clearly and logically. Schools should not try to set or influence policies. Students should be taught hard work, respect for authority, and discipline. Teachers are to help students keep their non-productive instincts in check, such as aggression or mindlessness. This approach was in reaction to progressivist approaches prevalent in the 1920s and 30s. William Bagley, took progressivist approaches to task in the journal he formed in 1934. Other proponents of Essentialism are: James D. Koerner (1959), H. G. Rickover (1959), Paul Copperman (1978), and TheodoreSizer (1985).

Progressivism

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. It 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. Effective teachers provide experiences so that students can learn by doing. Curriculum content is derived from student interests and questions. The scientific method is used by progressivist educators so that students can study matter and events systematically and first hand. The emphasis is on process—how one comes to know. The Progressive education philosophy was established in America from the mid 1920s through the mid 1950s. John Dewey was its foremost proponent.

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Colorado Journal of Educational Research ,1976

Teaching and Learning in the Elementary School Judy Reinhartz,Don M. Beach,1997 This comprehensive realistic view of teaching and curriculum development in the contemporary elementary school uses an interactive reflective and research based approach supported with numerous practical explanations examples and illustrations Written in easy to understand language it 1 covers the historical philosophical social and psychological background of teaching and curriculum development 2 outlines the steps and strategies for planning implementing and assessing the curriculum and for teaching throughout construction of traditional or thematic teaching units and 3 offers an overview of the various subject areas taught in the elementary school concepts goals resources and tools Practicing elementary school teachers

Resources in Education ,1992

Nursing Theorists and Their Work Ann Marriner-Tomey,Martha Raile Alligood,1998 This text describes and analyzes 28 nursing theories It provides an introduction to nursing theory presents theorists who helped develop philosophies of nursing and covers theorists who created conceptual models or grand theories of nursing It also discusses middle range theorists

Cumulative Index - Conference Board Conference Board,1971

The Publishers' Trade List Annual ,1983

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Comprehensive Dissertation Index, 1861-1972: Philosophy and religion Xerox University Microfilms,1973

Historical Abstracts ,1971

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Philosophy of Education Edward J. Power,1990 This book as it covers the philosophies of education probes the fundamental issues of education while establishing educational priorities

An Analytical Comparison of Some Fundamental Concepts in the Educational Philosophies of Plato and Dewey Francis A. Murd,1972

Issues & Alternatives in Educational Philosophy George R. Knight,1998 A clear brief broad spectrum survey of philosophies and philosophic issues relating to education highlighting the relationship

between philosophic starting points and educational outcomes between theory and practice Annotation copyrighted by Book News Inc Portland OR Philosophies of Education A. S. Seetharamu,1978 **Philosophies of Education** National Society for the Study of Education. Committee on Philosophies of Education,John Seiler Brubacher,1942 **Philosophy of Education** Nel Noddings,2010-07 Acclaimed as the best overview in the field by the Teaching Philosophy and predicted to become the standard textbook in philosophy of education by Educational Theory this now classic text includes an entirely new chapter on problems of school reform examining issues of equality accountability standards and testing

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