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Perennials for perennials, the purpose of education is to ensure that students gain an understanding of the great ideas of Western civilization. These ideas have the potential to solve problems in any era. The focus is on teaching eternal ideas, searching for enduring truths that are permanent rather than changing, because the natural and human worlds at the most important level do not change. Teaching these unchanging principles is crucial. Humans are rational beings, and their minds must be developed. Thus, the cultivation of intelligence is the highest priority in decent education. The demanding curriculum aims to achieve cultural literacy by emphasizing the growth of students in sustainable disciplines. The highest achievements of mankind are emphasized - great works of literature and art, laws or principles of science. Supporters of this educational philosophy are Robert Maynard Hutchins, who designed the Great Books program in 1963, and Mortimer Adler, who went on to develop this curriculum based on 100 great books of Western civilization. The basics believe that there is a common core of knowledge that must be passed on to students in a systematic, disciplined manner. The emphasis in this conservative perspective is on the intellectual and moral standards that schools should teach. The essence of the curriculum lies in basic knowledge and skills and academic rigor. While this educational philosophy is in some ways similar to perennialism, Essentialists accept the idea that this basic curriculum can change. Schooling should be practical, preparing students to become valuable members of society. It should be focused on the fact-objective reality out there - and the basics, teaching students to read, write, speak, and calculate clearly and Schools should not try to establish or influence policies. Students need to be taught hard work, respect for power and discipline. Teachers should help students keep their unproductive instincts under control, such as aggression or or This approach was in response to the progressive approaches prevalent in the 1920s and 30s. William Bagley, took a progressive approach to the task in a magazine he formed in 1934. Other supporters of the foundation are: James D. Koerner (1959), H. G. Rickover (1959), Paul Copperman (1978) and Theodore Sizer (1985). Progressives believe that education should be focused on the whole child, not on the content or the teacher. This educational philosophy emphasizes that students should test ideas through active experiments. Learning is rooted in the questions of students who arise through experiencing the world. He's active, not passive. The student solves problems and is a thinker who makes sense through his or her individual experience in a physical and cultural context. Effective teachers provide experience so students can learn by doing. The content of the curriculum stems from the interests and questions of the students. The scientific method is used by progressive educators so that students can study matter and events systematically and first-hand. The emphasis is on the process-how one learns. The philosophy of progressive education was established in America from the mid-1920s to the mid-1950s. One of his principles was that school should improve the way of life of our citizens through the experience of freedom and democracy in schools. Collaborative decision-making, teacher planning with students, topics chosen by students are all aspects. Books are tools, not power. Reconstruction/Critical Theory of Social Reconstructionism is a philosophy that emphasizes the solution of social issues and the desire to create a better society and world democracy. Reconstruction teachers focus on a curriculum in which social reform is highlighted as the goal of education. Theodore Brammld (1904-1987) was the founder of social reconstructionism, in response to the realities of World War II. He recognized the potential of either human annihilation through technology and human cruelty, or the ability to create a benevolent society using technology and human compassion. George Earls (1889-1974) recognized that education was a means of preparing people for this new social order. Critical theorists, as well as social reconstructionists, believe that systems must be changed to overcome oppression and improve people's living conditions. Paulo Freire (1921-1997) was a Brazilian whose experience of living in poverty led him to champion education and literacy as a means for social change. In his view, people should learn to resist oppression and not become its victims and oppress others. This requires dialogue and critical consciousness, the development of awareness to overcome domination and oppression. Instead of teaching as banking in which the teacher puts information into the heads of students, Freire saw teaching and learning as an investigation in which a child must invent and invent to invent For social reconstructionists and critical theorists, the curriculum focuses on student experiences and social action on real-world issues such as violence, hunger, international terrorism, inflation and inequality. Strategies to address contentious issues (especially in the areas of social research and literature), investigation, dialogue and different points of view are at the centre of attention. Community-based education and bringing peace into the classroom are also strategies. Think about it: Which of these educational philosophies would you describe as authoritarian? What's so neo-totalitarian? Why? Each of the educational philosophies refers to one or more metaphysical philosophy of the worldview. What connections do you see? Which educational philosophy is most compatible with your beliefs? Why? © 1999, LeoNorA M. Cohen, OSU - The School of Basic Education tries to instill in all students the most necessary or basic academic knowledge and skills and character development. Fundamentalists believe that teachers should try to ins build up traditional moral values and virtues such as respect for power, perseverance, loyalty to duty, attention to others, practicality and intellectual knowledge that students should become exemplary citizens. The basicist program is based on traditional disciplines such as mathematics, science, history, foreign language and literature. The basics are frowned upon for professional courses. In the essentialist system, students are required to master a set of information and basic techniques for their grade level before they are upgraded to the next higher class. Content is gradually moving towards more complex skills and detailed knowledge. The foundations argue that classrooms should be targeted at teachers. The teacher should serve as an intellectual and moral role model for students. Teachers or administrators decide what is most important for students to learn with little respect for the student's interests. Teachers also focus on achievement tests as a means of evaluating progress. The essentialist class focuses on students being taught about the people, events, ideas, and institutions that have shaped American society. The basics hope that when students leave school, they will not only have basic knowledge and skills, but they will also have disciplined, practical minds capable of applying the lessons learned in the school in the real world. The basics are different from what Dewey would like to see in schools. Students in this system will sit in a row and be taught in the masses. Students will learn passively by sitting at desks and listening to teachers. Examples of substance can be lecture classes taught at universities. Students sit and take note in a classroom that accommodates more than a hundred students. They hold introductory level courses in order to introduce them to the content. After they have completed course, they will take the next next of course, and apply what they've learned before. English 101 and English 102 are a concrete example of necessity. Back to the basics of web page education on the homepage

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