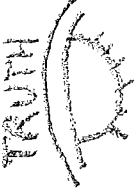


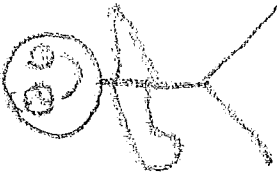
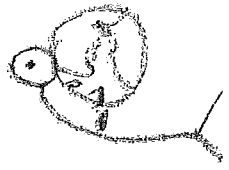


Philosophical Orientations to Teaching

Philosophy	Aim of Education	Key Points	Teaching Strategies	Teacher Role	Metaphor	Image	Author(s) dates
Perennialism	To ensure students acquire knowledge of unchanging principles/ideas	<ul style="list-style-type: none"> *Truth as constant, perennial *Nature of world and humans is unchanging *To cultivate intellect is human achievement *Mind focus is ideas 	<ul style="list-style-type: none"> *Stress becoming culturally literate *Intellectual growth in arts and sciences 	<ul style="list-style-type: none"> *Give students most significant human works to study *Ensure students acquire these 	Truth forever		Plato (Idealism) Robert Hutchins (1963) Mortimer Adler (2001) Adam Smith (1790)
Essentialism	To prepare students for life through traditional curriculum, transmitting heritage	<ul style="list-style-type: none"> *Core of common knowledge to be transmitted to students *Essential knowledge and skills needed to become productive members of society *Child neither evil nor good 	<ul style="list-style-type: none"> *Systematic, disciplined rigorous approach *Direct instruction, not introspection *Teach communication skills and core 	<ul style="list-style-type: none"> *No influence on social policies *Teach the facts to ensure mastery 	Back to Basics		Aristotle (Realism) Bagley (1934) Koerner (1959) Rickover (1959) E.D. Hirsch Allan Bloom (1992)
Progressivism	To prepare students to think rationally, contribute to society and deal with change	<ul style="list-style-type: none"> *Education is child centered *Curriculum derived from student interest *Learning is active, students learn by doing *Education for change 	<ul style="list-style-type: none"> *Provide experiences replicating everyday life *Trust students *Begin where students are *Cooperative learning 	<ul style="list-style-type: none"> *Serve as guide or resource person *Facilitate learning *Teach personal and social values 	Child at center		John Dewey (1952) Maria Montessori (1952)
Existentialism	To provide students with opportunities to discover who they are. A personal quest for meaning	<ul style="list-style-type: none"> *Life has no meaning, universe is indifferent, we are alone: Thus, humans must find meaning in life *Educational process helps in quest for meaning *Focus on experiences of individual-thinking about ME, my life, my truth, my meaning *Subjectivity *Two schools Theistic (Choose life as if there is God). Atheistic: Live moral life through freedom and responsibility 	<ul style="list-style-type: none"> *Creative choice *Curriculum must contribute to individual's quest for meaning *Students ask own questions, conduct own inquiries, draw own conclusions 	<ul style="list-style-type: none"> *Allow freedom of choice *Provide experiences that result in personal awareness 	MEI "Wide-awakeness"		Jean-Paul Sartre (1980) Maxine Greene (2014) Friedrich Nietzsche (1900)
Social Reconstructivism	To analyze world events, controversial issues to provide vision for better world and social change	<ul style="list-style-type: none"> *Quest for a better society and world-wide democracy *Actively apply knowledge to avoid human destruction *Fit school to child *Education is a means to change systems that oppress 	<ul style="list-style-type: none"> *Curriculum highlights needs for social reforms *Students experience reform activities *Bring community and world into classroom and kids into world *Inquiry: Invention and reinvention 	<ul style="list-style-type: none"> *Give opportunities for students to respond to social problems *Teach methods for dealing with crises *Use active inquiry 	Critical pedagogy: Make a difference in the world		Paulo Freire (1997) Peter Singer bell hooks Noam Chomsky