1. HISTORICAL FOUNDATIONS OF EDUCATION

1.1 2. 7000 BC – 5000 BC Pre-literate societies (before writing)
   - Educational Goals: To teach survival skills, teach group harmony
   - Students: Children
   - Instructional Methods: Informal, children imitate adults
   - Curriculum: Practice hunting, fishing, songs, poems, dances.
   - Agents: Parents, tribal elders, religious leaders
   - Influence on education: Informal, transmission of skills

1.2. CHINA 3000 BC – 1900 AD China
   - Educational Goals: Prepare elites to govern the empire according to Confucian principles
   - Students: Males of upper class
   - Instructional Methods: Memorization and recitation
   - Curriculum: Confucian classics
   - Agents: Government officials
   - Influence on education: Written examinations for civil service

1.3 INDIA 3000 BC TO PRESENT India
   - Educational Goals: To learn behavior and rituals based on Vedas
   - Students: Males of upper castes
   - Instructional Methods: Memorizing and interpreting sacred texts
   - Curriculum: Vedas and religious texts
   - Agents: Brahmin priest scholars
   - Influence on education: Cultural transmission and assimilation, spiritual detachment

1.4 EGYPT 3000 BC – 300BC Egypt
   - Educational Goals: To prepare priests according to scribe for the empire
   - Students: Males of upper class
   - Instructional Methods: Memorization and copying texts
   - Curriculum: Religious or technical texts
   - Agents: Priests and scribes
   - Influence on education: Restriction on educational controls to priest elites

1.5 GREEK 1600 BC – 300 BC Greece
   - Educational Goals: To cultivate civic responsibility
   - Students: Male children ages 7-20
   - Instructional Methods: Memorization and recitation in primary schools, lecture, discussion and dialog in higher schools
   - Curriculum: Athens: reading, writing, arithmetic, drama, poetry, music. Sparta: Drill, military songs and tactics
   - Influence on education: Athens: well rounded, liberally educated person. Sparta: Concept of military state.

1.6 ROMAN 750 BC – 450 AD Roman
   - Educational Goals: Develop civic responsibility for the empire, administrative and military skills
   - Students: Male children ages 7-20
   - Instructional Methods: Memorization and recitation includus; declamation, rhetorical schools
   - Curriculum: reading, writing, arithmetic, law, philosophy
   - Agents: Private schools and teachers, schools of rhetoric
   - Influence on education: practical administrative skills, relate education to civic responsibility

1.7 ARABIC 700 AD – 1350 AD Arabic
   - Educational Goals: Cultivate religious commitment to Islamic beliefs; expertise in mathematics, medicine and science
   - Students: Male children of upper class ages 7-20
   - Instructional Methods: Memorization and recitation in primary schools, imitation and discussion in higher schools
• Curriculum: Athens: reading, writing, arithmetic, religious literature, scientific studies
• Agents: Mosques, court schools
• Influence on education: Arabic numerals and computation, medicine and science materials

1.8 MEDIEVAL 500 AD – 1400 AD Medieval
• Educational Goals: Develop religious commitment, knowledge, and ritual; establish social order, prepare for appropriate roles
• Students: Male children of upper class, girls and women entering religious community ages 7-20
• Instructional Methods: Memorization and recitation in lower schools, text analysis discussion in higher schools and universities
• Curriculum: Athens: reading, writing, arithmetic, philosophy, theology, military and chivalry
• Agents: Parish, chantry, cathedral schools, universities, knighthood
• Influence on education: structure and organization of the university, institutionalization of knowledge

1.9 RENAISSANCE 1350 AD – 1500 Renaissance
• Educational Goals: Cultivate humanist expert in Greek and Latin classics; prepare people to serve dynastic leaders
• Students: Male children of aristocracy and upper class, ages 7-20
• Instructional Methods: Memorization and translation and analysis of Greek and Roman classics. classical literature, poetry and art.
• Curriculum: Latin and Greek classical literature, poetry and art.
• Agents: Classical humanist educators and schools like lycee, gymnasium and Latin school
• Influence on education: Emphasis on literary knowledge, excellence and style in classical literature, two track system of schools

1.10 REFORMATION 1500 AD – 1600 AD Reformation
• Educational Goals: Cultivate a commitment to a particular religious denomination, and general literacy
• Students: Boys and girls ages 7-12 in vernacular schools, young men of upper class in humanist schools
• Instructional Methods: Memorization drill, indoctrination, catechetical instruction in vernacular schools, translation and analysis of classical literature in humanist schools
• Curriculum: Reading, writing, arithmetic, catechism, religious concepts and rituals. Latin and Greek theology
• Agents: Vernacular elementary school for general public, classical schools for upper class
• Influence on education: Commitment to universal education to provide literacy for everyone; origins of school systems, dual track school system based on socioeconomic class and career goals

1.11 ANCIENT TURKS: concept was wide spread.
• Human being: Defined as warrior, wise, extroverted, nomad, gaining knowledge from ancestors and old wise people.
• Oldest Turkish written texts go back to a period before Islam
• In ancient Turks (before Islam) there is no gender difference in educating youngsters
• When Western Education is being influenced by Christianity, the Eastern education was being influenced by Islam. The “God” and theology concepts encapsulated education
• In this period, an “absolute truth” concept gained importance and taught to people in a dogmatic way
• Turks accepted Islam in 10. Century• Medreses opened in Semerkant, Buhara, Taskent, Kasgar
• Education was organized and structured in these schools
• Subjects: Religion and social studies were taught
• Agents:Farabi, Ibn-I Sina, Biruni were some examples that were raised in these institutions They synthesized philosophies from Turk-Islam traditions, Ancient Greek and Rome philosophers as well This period lasted for Gokturks, Uygurs, Karahanlis, Selcuks, and Ottomans
1.12 OTTOMAN PERIOD
• Medreses were important educational institutions and were developed further in Ottoman period.
• Rich people as well as government built medreses everywhere
• The structure was primary, middle and high school
• They were free and boarding schools
• Only sunni muslim males were accepted in medreses, no girls were allowed
• The teachers were called “muderris”
• Religious, philosophical subjects as well as literature, science, math and languages were taught
• Education was considered as a religious and moral duty

1.13 STRUCTURE OF OTTOMAN EDUCATION (15th Century)
• Ottoman schools were divided into 2: Mekteb and Medrese
• Mektebp: To train people to serve the palace, government and military people
• These schools were everywhere and trained workers for the empire
• These are schools funded by foundations, the administration was not central
• Fatih opened “Enderun” Palace school which included talented children of non-muslim families
  The language for education was Arabic, but Turkish and Persian were also taught

1.14 OTTOMAN EDUCATION IN 18TH C. Between 1779-1839 a reform period in education
• First in military education, military schools opened
• In 1824 II. Mahmut made primary education mandatory
• Later middle and high schools and higher education was formed (Rustiye mekteplerie, Idadi, Sultani and Darulfunun)
• 1856 Islahat Fermani Primary education is mandatory
• Rustiye must exist in places with 500 houses
• Idadiye must exist in places with 100 houses
• Sultanis must exist in cities
• Darulfunun (university) must exist in Istanbul
• Male teacher and female teacher schools will open
• Money will be collected from public for education
• Education will be centralised

1.15 OTTOMAN EDUCATION IN 18TH
I. C.Kanun-I Esasi Mandated that education is for everyone here will be no interference on religious education Education is free for public
II. Abdulhamit period
After losing Crimean war, education gained importance Vocational and art schools increased
  Increased freedom in press Higher education for girls and girls started working in government offices
  Pre-school education and professional education

1.16 SELCUKS PERIOD
• Medreses should have a certain period of education
• Memorization as well as discussions were methods used to teach
• Both religious and vocational oriented education
• Moral virtues were especially emphasized and taught as well as skills
• Children were taught Islamic educational virtues: Cleanliness, generosity, good will, and humility.
• Famous names in this period include Mevlana Celaladdin Rumi, Yunus Emre, Asik Pasa ve Haci Bektasi Veli
• Poetry was an important part of education and God and human love issues were the main subjects
2. IMPORTANT EDUCATIONAL THEORISTS

2.1 Western/European

1. **CONFUCIUS Philosophy**: Developed ethical system based on hierarchy, human relations and roles, emphasized order and stability
   View of Human nature: Human beings need the order of a stable society. People accept duties that come with their station in life

2. **SOCRATES Philosophy**: Philosophical idealism, political conservatism
   View of human nature: Humans define themselves by self-examination

3. **PLATO Philosophy**: Philosophical idealist, social conservative, added intuition
   View of human nature: Humans can be classified on intellectual capabilities

4. **ARISTOTLE Philosophy**: Realist, views society based on realism and observation
   View of human nature: Humans have the power of rationality to guide their conduct

5. **QUINTILIAN Philosophy**: Rhetorician, oratory for personal gain and public service. Play’s role in child development
   View of human nature: Only certain people have capacity for leadership based on their oratory skills

6. **AQUINAS Philosophy**: Christian theology and Aristotelian philosophy
   View of human nature: Humans have a soul and body

7. **ERASMUS Philosophy**: Christian orientation, educator as an asocial and intellectual critic
   View of human nature: Humans are capable of great achievements and also profound stupidity

8. **LUTHER Philosophy**: Reformed theology by stressing faith and individual conscience
   View of human nature: Humans are capable of great achievements and also profound stupidity

2.2 EASTERN PHILOSOPHERS

**FARABI (870 – 950)**
- Philosophy: Base for human nature is knowledge. Human mind can distinguish right from wrong through wisdom.
- View of human nature: The ultimate knowledge is innate
- Educational philosophy: Distinguished teaching from education
- Teaching: Reveal scientific knowledge and art
- Education: Create theoretical virtues in society

**IBN-I SINA (980 – 1037)**
- Philosophy: Moral virtues are as important as knowledge itself
- View of human nature: Children are innocent and clean from the start, should be taught moral virtues from birth
- Educational philosophy: Children should be taught without pressure. Children should be taught from ages 6-14
- Agents: Should be religious, honest, wise person that can recognize children’s abilities

**BIRUNI (973 – 1051)**
- Philosophy: In order to love each other humans should learn and respect each others language, religion, traditions and thinking
- View of human nature: Humanist perspective
- Educational philosophy: He was expert in astronomy, physics, botanic, pharmacology, geography
- Biruni believed scientific work should be cleaned of magic, superstition and anything that opposes logic.
3. **INDUSTRIALIZATION** In England and all over Europe after the French revolution, there is an expansion of technology such as machinery that works with petrol and steam
   - Education was influenced by these changes
   - Factory workers came about
   - In this period, systems such as Socialism, Communism, Liberalism and Capitalism started gaining popularity
   - The free thinking brought by the French revolution combined with industrial revolution caused education to take shape in this direction
   - Education was needed by large masses
   - New philosophies came about: Materialism, Socialism, Positivism etc.

3.1 **THEORISTS OF THIS PERIOD**

1. Pestalozzi (1746-1827) Social Education: Learning through experimentation, education is for everyone
2. Herbart (1776-1841) Educate, manage and discipline. The purpose of education is to serve individual. Attention to the individual.
3. Frobel (1782-1852) Pre-school education, emphasized that children should be educated from 3-4 years. Founded “kindergarten”
4. Tolstoy (1828-1910) Education for freedom. Suggested master apprentice relation for teacher-student. He was extremely against physical punishment and memorizing
5. Marx and Engels (1818-1883, 1829-1895) Socialist education, Education combined with material production Cognitive and poly-technical education
6. Comte and Mill (1796-1857, 1806-1873) Positivist education Religious era has ended, scientific era has started Math, astronomy, physics, chemistry, biology, and sociology sciences developed hierarchically
7. Spencer (1820-1903) Pragmatic and positivist education, Pragmatic and utilitarian evolution, Cognitive, moral and physical education as a whole
8. F. Hegel (1770-1831) State Education: Education must be relevant to culture, State can cultivate they type of person
9. Nietzsche (1788-1860) Irrational Education: Industrial revolution made people mechanical, People must develop their special abilities, Evil and virtue is innate, what we learn is limited. Instead of institutionalizing, cultural education,
10. J. Dewey (1859-1952) Education for employment and life, Education is life it is not preparation for life, Education teaches a child to think through action, Teacher must be a guide to students not a dictator
11. M. Montessori (1750-1952) Sensory education, Used mostly in early education Learning through self discovery and interest Uninterrupted play/work time, loosely structured classrooms

4. **20th CENTURY EDUCATION IN EUROPE AND AMERICA**

   - Education in the fields of psychology and sociology increased
   - Education started using the data from these fields
   - Education started being considered as a field
   - F. Bobbitt - First time used education as an independent field
   - In 1920s in America individual education was emphasized, in the east socialist education was popular (Marx influence)
   - In 1930s and 40s in America universities took over research activities
   - In 1950s Skinner with his experiments in education published education findings
   - In 1960 and 1970 the theories of educational research peaked and the discussion “is education applied or theoretical science” formed 1957 is the birth of modern education SPUTNIK!!! Especially in math and science United States and Europe and Russia entered a competition period Several projects formed to develop these fields
   - In 1970 Bloom’s Taxonomy came out as a reference for learning for everyone
   - Since 1980s constructivist, multiple intelligence, brain based learning and life based humanist learning gained importance.
   - Education involves not only schools but throughout life LLL (life-long learning), multi-literacies