

Philosophy	Basic Belief	Impact on Education	Impact on Curriculum	Teachers	Students
Idealism Plato	<p>ideas are the only true reality, the only thing worth knowing.</p> <p>In a search for truth, beauty, and justice that is enduring and everlasting, the focus is on conscious reasoning in the mind</p>	<p>the aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society</p>	<p>The curricular emphasis is subject matter of mind: literature, history, philosophy, and religion.</p>	<p>Teaching methods focus on handling ideas through lecture, discussion, and Socratic dialogue (a method of teaching that uses questioning to help students discover and clarify knowledge). Introspection, intuition, insight, and whole-part logic are used to bring to consciousness the forms or concepts which are latent in the mind. Character is developed through imitating examples and heroes.</p>	<p>Learn all taught by the Master/Teacher</p> <p>Become like their Master/Teacher</p>
Realism Aristotle	<p>reality exists independent of the human mind. The ultimate reality is the world of physical objects. The focus is on the body/objects. Truth is objective-what can be observed.</p>	<p>understand objective reality through "the diligent and unsparing scrutiny of all observable data." Aristotle believed that to understand an object, its ultimate form had to be understood, which does not change.</p>	<p>The Realist curriculum emphasizes the subject matter of the physical world, particularly science and mathematics.</p>	<p>The teacher organizes and presents content systematically within a discipline, demonstrating use of criteria in making decisions. Teaching methods focus on mastery of facts and basic skills through demonstration and recitation.</p>	<p>Students must also demonstrate the ability to think critically and scientifically, using observation and experimentation. Curriculum should be scientifically approached, standardized, and distinct-discipline based. Character is developed through training in the rules of conduct.</p>

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<p data-bbox="188 233 409 328">Pragmatism / Experientialism / Progressivism</p> <p data-bbox="188 368 344 400">John Dewey</p>	<ul data-bbox="439 233 799 983" style="list-style-type: none"> • only those things that are experienced or observed are real. • reality is constantly changing and that we learn best through applying our experiences and thoughts to problems, as they arise • There is no absolute and unchanging truth, but rather, truth is what works. • thought must produce action, rather than linger in the mind and lead to indecisiveness. people learn best from what they consider most relevant to their lives • education should be a process of ongoing growth, not just a preparation for becoming an adult. 	<ul data-bbox="828 233 1115 911" style="list-style-type: none"> • prepare students for citizenship, daily living, and future careers. • 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. • school should improve the way of life of our citizens through experiencing freedom and democracy in schools 	<ul data-bbox="1144 233 1462 959" style="list-style-type: none"> • Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way. • center their curricula on the needs, experiences, interests, and abilities of students. • 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 	<ul data-bbox="1491 233 1794 1166" style="list-style-type: none"> • teaching methods focus on hands-on problem solving, experimenting, and projects, often having students work in groups. • make school interesting and useful by planning lessons that provoke curiosity. • Shared decision making, planning of teachers with students, student-selected topics are all aspects. Books are tools, rather than authority. • Effective teachers provide experiences so that students can learn by doing. • Schools should emphasize the subject matter of social experience 	<ul data-bbox="1823 233 2136 1198" style="list-style-type: none"> • learners must adapt to each other and to their environment. • learners should apply their knowledge to real situations through experimental inquiry. • are actively learning. • interact with one another and develop social qualities such as cooperation and tolerance for different points of view. • solve problems in the classroom similar to those they will encounter in their everyday lives. • The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

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<p>Existentialism Soren Kierkegaard</p> <p>Jean Paul Sartre, suggested that for youth, the existential moment arises when young persons realize for the first time that choice is theirs, that they are responsible for themselves. Their question becomes "Who am I and what should I do?"</p>	<ul style="list-style-type: none"> •The nature of reality is subjective, and lies within the individual. • The physical world has no inherent meaning outside of human existence. • Individual choice and individual standards rather than external standards are central. •Existence comes before any definition of what we are. •we must recognize the finiteness of our lives on this small and fragile planet, rather than believing in salvation through God. •Our existence is not guaranteed in an after life, so there is tension about life and the certainty of death, of hope or despair. 	<ul style="list-style-type: none"> •focus is on freedom, the development of authentic individuals, as we make meaning of our lives. 	<ul style="list-style-type: none"> •subject matter of existentialist classrooms should be a matter of personal choice •Character development emphasizes individual responsibility for decisions. 	<ul style="list-style-type: none"> •educational experience to focus on creating opportunities for self-direction and self actualization. •They start with the student, rather than on curriculum content. •individual is an entity within a social context in which the learner must confront others' views to clarify his or her own 	<ul style="list-style-type: none"> •should not accept anyone else's predetermined philosophical system; rather, we must take responsibility for deciding who we are •Real answers come from within the individual, not from outside authority. •Examining life through authentic thinking involves students in genuine learning experiences

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<p><u>Perennialism</u></p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • ensure that students acquire understandings about the great ideas of Western civilization. • Humans are rational beings, and their minds need to be developed. Thus, cultivation of the intellect is the highest priority in a worthwhile education. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teaching these unchanging principles is critical. 	<ul style="list-style-type: none"> • are rational beings, and their minds need to be developed. • cultivation of the intellect is the highest priority in a worthwhile education
<p><u>Essentialism</u></p> <p>in reaction to progressivist approaches prevalent in the 1920s and 30s.</p> <p>William Bagley James D. Koerner (1959), H. G. Rickover (1959), Paul Copperman (1978), Theodore Sizer (1985).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • practical, preparing students to become valuable members of society. • focus on facts-the objective reality out there--and "the basics," training students to read, write, speak, and compute clearly and logically. • should not try to set or influence policies. 	<ul style="list-style-type: none"> • The core of the curriculum is essential knowledge and skills and academic rigor • core curriculum may change 	<ul style="list-style-type: none"> • help students keep their non-productive instincts in check, such as aggression or mindlessness 	<ul style="list-style-type: none"> • should be taught hard work, respect for authority, and discipline.

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<p>Reconstructionism / Critical Theory / Social reconstructionism</p> <p>Theodore Brameld (1904-1987) 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.</p> <p>George Counts (1889-1974) recognized that education was the means of preparing people for creating this new social order.</p> <p>Paulo Freire (1921-1997) champion education and literacy as the vehicle for social change</p>	<ul style="list-style-type: none"> • addressing of social questions and a quest to create a better society and worldwide democracy • systems must be changed to overcome oppression and improve human conditions. • humans must learn to resist oppression and not become its victims, nor oppress others. 	<ul style="list-style-type: none"> • To do so requires dialog and critical consciousness, the development of awareness to overcome domination and oppression. Rather than "teaching as banking," in which the educator deposits information into students' heads, • teaching and learning as a process of inquiry in which the child must invent and reinvent the world. 	<ul style="list-style-type: none"> • curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality. 	<ul style="list-style-type: none"> • Community-based learning and bringing the world into the classroom are also strategies. • Strategies for dealing with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the focus. 	<ul style="list-style-type: none"> • Hands on learning experiences, by working together to solve real life problems faced by their communities.

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<p><u>Humanism</u></p> <p>Erasmus (1466-1536) Developed as an Educational Philosophy by Rousseau (1712-1778) and Pestalozzi,</p>	<p>the essential goodness of children, that humans have free will, moral conscience, the ability to reason, aesthetic sensibility, and religious instinct. young should be treated kindly and that learning should not be forced or rushed, as it proceeds in stages</p> <p>emphasized nature and the basic goodness of humans, understanding through the senses, and education as a gradual and unhurried process in which the development of human character follows the unfolding of nature.</p> <p>Humanists believe that the learner should be in control of his or her own destiny</p> <p>Motivation to learn is intrinsic in humanism.</p>	<ul style="list-style-type: none"> • social and emotional well-being of the child, as well as the cognitive. • Development of a healthy self-concept, awareness of the psychological needs, helping students to strive to be all that they can be important concepts, • theories of Abraham Maslow, Carl Rogers, and Alfred Adler that are found in schools and classrooms. 	<ul style="list-style-type: none"> • Designed according to students' needs, physical, social, cognitive, emotional and cultural, • Develop holistic men and women • Curriculum is a tool to develop men and women to serve humanity. • All subjects are important • 	<ul style="list-style-type: none"> • Teachers emphasize freedom from threat, • Support and encourage emotional well-being, • learning processes, are interactive and suit students' needs • facilitate students to realise their self-fulfillment. • 	<p>Should become a fully autonomous person, personal freedom, choice, and responsibility are the focus.</p> <p>The learner is self-motivated to achieve towards the highest level possible.</p>