

<b>Philosophy</b>	<b>Originator(s)</b>	<b>Curricular Emphasis</b>	<b>Teaching Method</b>	<b>Character Development</b>
<b>Idealism:</b> Ideas are the only true reality, the only thing worth knowing. Focus: <i>Mind</i>	Plato, Socrates	Subject matter of mind: literature, history, philosophy, religion	Teach for handling ideas: lecture, discussion	Imitating examples, heroes
<b>Realism:</b> Reality exists independent of human mind. World of physical objects ultimate reality. Focus: <i>Body</i>	Aristotle	Subject matter of physical world: science, math	Teach for mastery of facts and basic skills: demonstration, recitation	Training in rules of conduct
<b>Pragmatism:</b> Universe is dynamic, evolving. Purpose of thought is action. Truth is relative. Focus: <i>Experience</i>	Pierce, Dewey	Subject matter of social experience. Creation of new social order	Problem solving: Project method	Making group decisions in light of consequences
<b>Existentialism:</b> Reality is subjective, within the individual. Individual rather than external standards. Focus: <i>Freedom</i>	Sartre, Kierkegaard	Subject matter of personal choice	Individual as entity within social context	Individual responsibility for decisions and preferences
<b>Perennialism:</b> Focus: Teach ideas that are everlasting. Seek enduring truths which are constant, not changing, through great literature, art, philosophy, religion.	Robert Hutchins, Jacques Maritain, Mortimer Adler, Allan Bloom			
<b>Essentialism:</b> Focus: Teach the common core, "the basics" of information and skills (cultural heritage) needed for citizenship. (Curriculum can change slowly)	William Bagley; Arthur Bestor, E. D. Hirsch, Chester Finn, Diane Ravitch, TheodoreSizer			
<b>Progressivism:</b> Focus: Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.	John Dewey, William Kilpatrick			
<b>Reconstructionism/ Critical Theory</b> Focus: Critical pedagogy: Analysis of world events, controversial issues and diversity to provide vision for better world and social change.	George Counts, J. Habermas, Ivan Illich, Henry Giroux, Paulo Freire			

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<p><b>Information Processing</b> The mind makes meaning through symbol-processing structures of a fixed body of knowledge. Describes how information is received, processed, stored, and retrieved from the mind.</p>	R. M. Gagne, E. Gagne, Robert Sternberg, J.R. Anderson			
<p><b>Behaviorism</b> Behavior shaped by design and determined by forces in environment. Learning occurs as result of reinforcing responses to stimuli.</p> <p><b>Social Learning</b> Learning by observing and imitating others.</p>	Ivan Pavlov, John Watson, B.F. Skinner, E.L. Thorndike, Albert Bandura			
<p><b>Cognitivism/ Constructivism</b> Learner actively constructs own understandings of reality through interaction with environment and reflection on actions. Student-centered learning around conflicts to present knowing structures.</p>	Jean Piaget, U. Bronfenbrenner, Jerome Bruner, Lev Vygotsky			
<p><b>Humanism</b> Personal freedom, choice, responsibility. Achievement motivation towards highest levels. Control of own destiny. Child centered. Interaction with others.</p>	J.J. Rousseau, A. Maslow, C. Rogers, A. Combs, R. May			