

Week 1 – The Meaning of Education

The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for [mature](#) life.

the act or process of imparting or acquiring particular knowledge or skills, as for a profession.

the action or process of teaching someone especially in a school, college, or university

the knowledge, skill, and understanding that you get from attending a school, college, or university

a field of study that deals with the methods and problems of teaching

the process of receiving or giving systematic instruction, especially at a school or university: *a course of education*

a body of knowledge acquired while being educated

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Research says that knowledge arises in the mind of an individual when that person interacts with an idea or experience.

In ancient Greece, Socrates argued that education was about drawing out what was already within the student.

the word *education* comes from the Latin *e-ducere* meaning “to lead out.”)

the Sophists, a group of itinerant teachers, promised to *give students the necessary knowledge and skills to gain positions with the city-state.*

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“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.”

~Eric Hoffer

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”

~Emma Goldman

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“The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort.” ~

Ayn Rand

“The aim of education should be to teach us rather how to think, than what to think— rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.”

Bill Beattie

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“The one real object of education is to leave a man in the condition of continually asking questions.”

Bishop Creighton

“The central job of schools is to maximize the capacity of each student.”

Carol Ann Tomlinson

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The purpose of Education is

Will gather as many varied responses as many respondents.

there is no definition of education that all, or even most, educators agree upon.

The meanings they attach to the word are complex beliefs arising from their own values and experiences.

To the extent that those beliefs differ, the experience of students in today’s classrooms can never be the same.

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A **purpose** is the fundamental goal of the process—an end to be achieved.

transmission of knowledge is the primary *purpose* of education

Functions are other outcomes that may occur as a natural result of the process—byproducts or consequences of schooling.

transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge—a *function* of education.

It is valuable to figure out which outcomes you consider a fundamental purpose of education.

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Which of the following do you actually include in your planning.

1. Acquisition of information about the past and present: includes traditional disciplines such as literature, history, science, mathematics
2. Formation of healthy social and/or formal relationships among and between students, teachers, others
3. Capacity/ability to evaluate information and to predict future outcomes (decision-making)
4. Capacity/ability to seek out alternative solutions and evaluate them (problem solving)
5. Development of mental and physical skills: motor, thinking, communication, social, aesthetic
6. Knowledge of moral practices and ethical standards acceptable by society/culture
7. Capacity/ability to recognize and evaluate different points of view
8. Respect: giving and receiving recognition as human beings

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9. Indoctrination into the culture
10. Capacity/ability to live a fulfilling life
11. Capacity/ability to earn a living: career education
12. Sense of well-being: mental and physical health
13. Capacity/ability to be a good citizen
14. Capacity/ability to think creatively
15. Cultural appreciation: art, music, humanities
16. Understanding of human relations and motivations
17. Acquisition/clarification of values related to the physical environment

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18. Acquisition/clarification of personal values
19. Self-realization/self-reflection: awareness of one's abilities and goals
20. Self-esteem/self-efficacy

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"What gets measured, gets done." Regardless of high-sounding rhetoric about the development of the total child, *it is the content of assessments that largely drives education.*

How is the capacity/ability to think creatively assessed in today's schools?

To what extent is the typical student recognized and given respect?

How often are students given the opportunity to recognize and evaluate different points of view when multiple choice tests require a single 'correct' answer?

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Teachers who hold a more humanistic view of the purpose of education often experience stress because the *meaning they assign to education differs greatly from the meaning assigned by society or their institution.*

It is clear in listening to the language of education that its primary focus is on knowledge and teaching rather than on the learner.

Students are expected to conform to schools rather than schools serving the needs of students.