

PHILOSOPHY OF EDUCATION

**HABIB ULLAH QAMAR
LECTURER (MSCS, MBA-HRM)**

WHAT IS PHILOSOPHY?

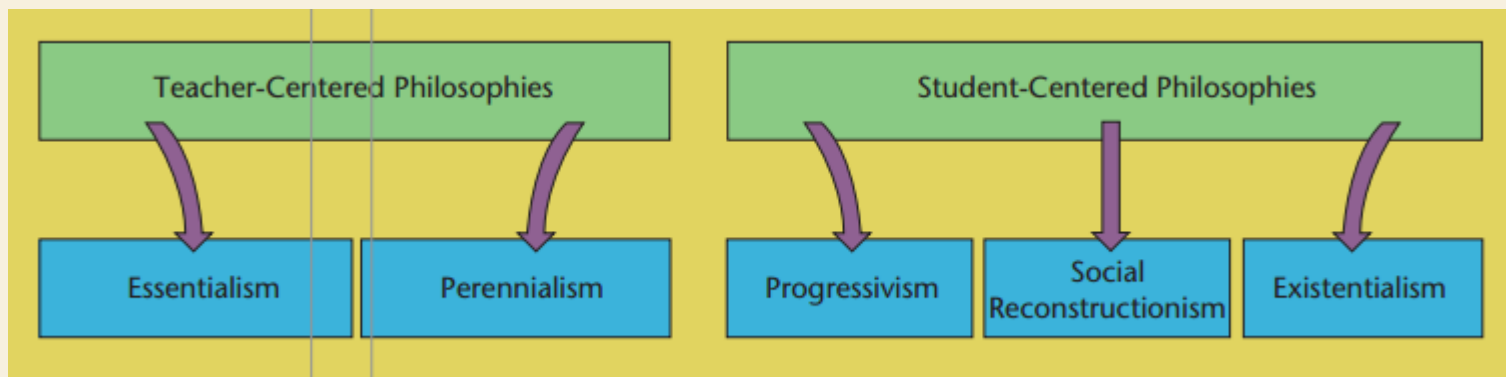
- the word **philosophy** is made up of two Greek words: *philo*, meaning “love,” and *sophos*, meaning “wisdom.”
- For thousands of years, philosophers have been wrestling with fundamental questions
 - What is most real—the physical world or the realm of mind and spirit?
 - What is the basis of human knowledge?
 - What is the nature of the just society?
- **Educators must take stances on such questions before they can determine what and how students should be taught.**

EDUCATORS AND PHILOSOPHY

- Since educators do not always agree on the answers to these questions.
- Different Philosophies of education have emerged.
- Although there are some similarities, there are also profound differences.
- These similarities and differences are based on Leading educators definition of purpose of education
 - the role of the teacher
 - the nature of the curriculum and assessment
 - and the method of instruction

RANGE OF EDUCATIONAL PHILOSOPHIES

Are you politically conservative or liberal? (Great, now we are bringing politics into this discussion.) Actually, your political stance is one predictor of your educational philosophy.



Traditionalists often champion teacher-centered philosophies and practices that emphasize the values and knowledge that have survived through time, while those **committed to change** find student-centered approaches more to their liking.

TEACHER CENTERED PHILOSOPHIES

- Traditionally, **teacher-centered philosophies** emphasize the importance of transferring knowledge, information, and skills from the older (presumably wiser) generation to the younger one.
- The teacher's role is to instill respect for authority, perseverance, duty, consideration, and practicality.
- When students demonstrate through tests and writings that they are competent in academic subjects and traditional skills, and through their actions that they have disciplined minds and adhere to traditional morals and behavior, **then both the school and the teacher have been successful.**
- The major teacher-centered philosophies of education are **essentialism and perennialism.**

ESSENTIALISM

- **Essentialism** strives to teach students the **accumulated knowledge of our civilization through core courses** in the traditional academic disciplines.
- Essentialists aim to instill students with the “essentials” of academic knowledge, **patriotism**, and **character** development.
- This traditional or **back-to-basics** approach is meant to train the mind, promote reasoning, and ensure a common culture among all Americans.

STUDENT-CENTERED PHILOSOPHIES

- Less **authoritarian**, less concerned with the past and “training the mind,” and more focused on individual needs, contemporary relevance, and preparing students for a changing future.
- Progressivism, social reconstructionism, and existentialism place the learner at the center of the educational process.
- **Students and teachers work together** on determining what should be learned and how best to learn it.
- School is not seen **as an institution** that controls and directs youth, or works to preserve and transmit the core culture, but as **an institution that works with youth to improve society** or help students realize their individuality.

PROGRESSIVISM

- **Progressivism** organizes schools around the concerns, interest, and real-world experiences of students.
- The progressive teacher **facilitates learning by helping students formulate meaningful questions** and devise strategies to answer those questions.
- Answers are not drawn from lists or even Great Books; they are discovered through real world experience.
- Progressivism is the educational application of a philosophy called pragmatism.
- According to **pragmatism**, the way to determine if an idea has merit is simple: test it. If the idea works in the real world, then it has merit.

SOCIAL RECONSTRUCTIONISM

- **Social reconstructionism** encourages schools, teachers, and students to focus their studies and energies on **improving universal social inequities**, and as the name implies, **reconstruct society into a new and more just social order**.
- Although social reconstructionists agree with progressivists that schools should concentrate **on the needs of students**, they split from progressivism in the 1920s after growing impatient with the slow pace of change in schools and in society.
- Counts's book, written in 1932, was no doubt influenced by the human cost of the Great Depression. He proposed that **schools focus on reforming society**, an idea that caught the imagination and sparked the ideals of educators both in this country and abroad.

SOCIAL RECONSTRUCTIONISM

- Social challenges and problems provide a natural (and moral) direction for curricular and instructional activities (Jihad). Racism, Female Education, environmental pollution, homelessness, poverty, AIDS, Dengue, and violence are rooted in misinformation and thrive in ignorance.
- Therefore, social reconstructionists believe that **school is the ideal place to begin improving social problems**. The teacher's role is to **explore social problems, suggest alternate perspectives, and facilitate student analysis of these problems**.

SOCIAL RECONSTRUCTIONISM

- While convincing, sweet-talking, or moralizing about the **importance of addressing human tragedy** would be a **natural teacher response**, such adult-led decision-making flies in the face of reconstructionist philosophy.
- A social reconstructionist teacher must model democratic principles. Students and teachers are expected to live and learn in a **democratic culture**; the students themselves must select **educational objectives and social priorities**.

THANKS