Social and Philosophical Perspectives – Why do societies have schools? What is it that they expect the schools to achieve for their children? What do you expect?

PHILOSOPHY OF EDUCATION

Outline

I. Perspectives on the Purpose and Role of Schools – Views of Sociologists

A. The **Functionalist** Perspective (macro level) – schools hold society together and are a place where merit is rewarded and the best people rise to the top; communities generally agree on what schools should do

B. The **Conflict** Perspective (macro level) – schools are tools for the dominant classes and are a battle ground wherein the majority maintains its power over the less powerful

C. The **Symbolic Interactionist** Perspective (micro level) – students develop their identities, learn their self-concepts, and develop their hopes and dreams through interactions between others students and their teachers

II. Perspectives on the Purpose and Roles of Schools – Views from the Community

A. Transmission of the General/American **Culture** – values, beliefs, and norms

B. Dissemination of **Knowledge** – explicit, implicit, and null curriculum

C. Preparation for the World of **Work** – sorting & training agent for employers

D. Promotion of Social and Group **Relationships** – getting along with others

E. Encouragement of Social **Change** – better education cures social problems
TOWARD Building a Personal Philosophy of Education

Film Clip -
Part #1 from “The Childrens’ Story” by James Clavell (for class, we start at time marker 2:22)
Part #2 from “The Childrens’ Story” the pledge
Part #3 from “The Childrens’ Story” view the rest of the story on your own

Definition of Philosophy – the bottom line
philosophy is love of wisdom
philos + sophos

Philosophical Perspectives – the heavy lifting

A. Metaphysics (or Ontology) –
   • What’s the nature of ultimate reality?
   • Aristotle’s next book beyond the physical?
   • Is reality constant or changing over time?
   • Is the chair real?
   • Is there a God . . . what’s his/her nature . . .
   • “The Velveteen Rabbit”

B. Epistemology –
   • How do we come to know?
   • Which paths to knowing (reason, intuition, faith, emotion) are most valid?
   • What of sensory experience . . . is seeing believing?
   • The sun moving, radio waves . . .
   • “Yes, Virginia”

C. Axiology/Ethics –
   • What is of value?
   • Is beauty timeless, in the eye of the beholder?
   • How should we treat each other?
   • Are human beings born bad or good, is goodness created or discovered?
   • “The School of Athens”

D. Logic – deductive logic is general to examples (law of gravity); inductive logic is particulars to general; fallacious thinking
   • Gadzooks!
Educational Applications of Philosophical Ideas (notice I have included and combined Existentialism/Postmodernism)

A. PROGRESSIVISM
I. Basic Goals
II. Curriculum
III. Learners
IV. Teachers

B. ESSENTIALISM
I. Basic Goals
II. Curriculum
III. Learners
IV. Teachers

C. PERENNIALISM
I. Basic Goals
II. Curriculum
III. Learners
IV. Teachers

D. RECONSTRUCTIONISM
I. Basic Goals
II. Curriculum
III. Learners
IV. Teachers

E. EXISTENTIALISM/POSTMODERNISM
I. Basic Goals
II. Curriculum
III. Learners
IV. Teachers